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Contextual Teaching and Learning

BAHASA INGGRIS

Sekolah Menengah Pertama



Kelas VII
Edisi 4



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

BAHASA INGGRIS Sekolah Menengah Pertama **Kelas VII**



Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi Undang-undang

Contextual Teaching and Learning

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Sekolah Menengah Pertama/Madrasah Tsanawiyah

Kelas VII Edisi 4

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KATA SAMBUTAN

Salah satu upaya untuk melengkapi sumber belajar yang relevan dan bermakna guna meningkatkan mutu pendidikan di Sekolah Menengah Pertama (SMP), Direktorat Pembinaan SMP mengembangkan buku pelajaran Bahasa Inggris untuk siswa kelas VII, kelas VIII, dan kelas IX. Buku pelajaran ini disusun berdasarkan Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi, No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan, dan berdasarkan kriteria buku pelajaran yang dikembangkan oleh Badan Standar Nasional Pendidikan.

Buku pelajaran ini merupakan penyempurnaan dari bahan ajar kontekstual yang telah dikembangkan Direktorat Pembinaan SMP dalam kaitannya dengan kegiatan proyek peningkatan mutu SMP. Bahan ajar tersebut telah diujicobakan ke sejumlah SMP di provinsi Kalimantan Selatan, Kalimantan Timur, Sulawesi Tengah, Sulawesi Tenggara, Sulawesi Utara, dan Gorontalo sejak tahun 2001. Penyempurnaan bahan ajar menjadi buku pelajaran yang bernuansa pendekatan kontekstual dilakukan oleh para pakar dari beberapa perguruan tinggi, guru, dan instruktur yang berpengalaman di bidangnya. Validasi oleh para pakar dan praktisi serta uji coba empiris ke siswa SMP telah dilakukan guna meningkatkan kesesuaian dan keterbacaan buku pelajaran ini.

Buku pelajaran Bahasa Inggris ini telah dinilai oleh Badan Standar Nasional Pendidikan, dan dinyatakan memenuhi syarat untuk digunakan sebagai buku pelajaran di SMP. Sekolah diharapkan dapat menggunakan buku pelajaran ini dengan sebaik-baiknya sehingga dapat meningkatkan efektivitas dan kebermaknaan pembelajaran. Pada akhirnya, para siswa diharapkan dapat menguasai semua Standar Kompetensi dan Kompetensi Dasar secara lebih mendalam, luas serta bermakna, kemudian dapat mengaplikasikannya dalam kehidupan sehari-hari.

Saran perbaikan untuk penyempurnaan buku pelajaran ini sangat diharapkan. Terimakasih setulus-tulusnya disampaikan kepada para penulis yang telah berkontribusi dalam penyusunan buku pelajaran ini, baik pada saat awal pengembangan bahan ajar, ujicoba terbatas, maupun penyempurnaan sehingga dapat tersusunnya buku pelajaran ini. Terimakasih dan penghargaan juga disampaikan kepada semua pihak yang telah membantu terwujudnya penerbitan buku pelajaran ini.

Jakarta, Juli 2008

Direktur Pembinaan SMP

Pendahuluan

Buku ini disusun berdasarkan Standar Isi (SI) Bahasa Inggris 2006 untuk membantu pengembangan kompetensi komunikatif siswa. Kompetensi komunikatif tersebut diwujudkan lewat penguasaan keterampilan berbahasa (*listening, speaking, reading* dan *writing*) yang dikembangkan secara integratif. Integrasi tersebut diimplementasikan dalam bentuk pengembangan unit berdasarkan jenis teks, yaitu *transactional, interpersonal, short functional texts* dan *genres*.

Buku ini terdiri dari 8 unit. Adapun rinciannya adalah sebagai berikut:

Unit 1: Hello. How are you?

Unit 2: I am...

Unit 3: Do this, please!

Unit 4: Doing things...

Unit 5: Do you like sports?

Unit 6: He is tall and thin.

Unit 7: Could you help me, please?

Unit 8: Show me how?

Unit 1, 2, 3, 4, 5 dan 7 di atas mewadahi *transactional, interpersonal, dan short functional texts*. Setiap unit terbagi menjadi dua *section*. *Section One* memuat *transactional* dan *interpersonal*, sedangkan *Section Two* memuat *short functional texts*.

Sedangkan unit 6 dan 8 memuat *genres*, yaitu *descriptive* dan *procedure*. Masing-masing unit juga terbagi menjadi dua *section*. *Section One* terdiri dari *spoken genres*, dan *Section Two* berbentuk *written genres*.

Fokus dari *Section One* adalah melatih siswa untuk menggunakan Bahasa Inggris secara lisan. Adapun fokus dari *Section Two* adalah melatih siswa untuk menggunakan Bahasa Inggris secara tulis. Selanjutnya, masing-masing *section* disajikan dengan urutan *presentation, practice, dan production*.

Dalam penyajian setiap unit di kelas, guru diharapkan untuk berkreasi dalam menggunakan dan mengembangkan materi yang ada. Dalam tahapan *presentation*, guru masih memegang kontrol atas kegiatan pembelajaran. Untuk tahapan *practice* guru sudah mengurangi perannya, sedangkan siswa diharapkan sudah terlibat dalam kegiatan komunikatif. Untuk tahapan *production*, guru sudah mulai memberikan kebebasan kepada siswa untuk menggunakan bahasa yang sedang dipelajari dalam unit tersebut. Untuk unit-unit dengan *transactional* dan *interpersonal texts*, guru dapat memilih *activity* dalam bagian *presentation, practice* dan *production* sesuai urutan fungsi bahasa (tidak harus mengikuti urutan nomor *activity* untuk setiap *section*).

Pada bagian penyudah setiap unit disajikan *summary, evaluation* dan *reflection*. *Vocabulary list* diharapkan dapat membantu siswa mengembangkan kosakata siswa secara bertahap. Di samping itu pada akhir buku diberikan *glossary* untuk menjelaskan beberapa konsep yang dianggap penting dalam buku untuk Kelas VII ini.

Akhirnya kami berharap agar bahan ajar ini dapat digunakan dalam membantu siswa untuk mulai mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris baik secara lisan maupun tertulis.

Tim Penyusun

Peta Kompetensi

Unit	KD	Indikator				
		Tindak Bahasa	Kebahasaan	Sosio-kultural	Pembentuk Wacana	Strategi
1	Merespons dan mengungkapkan: - tindak tutur menyapa orang yang belum/ sudah dikenal; - memperkenalkan diri/orang lain - teks fungsional: <i>shopping list</i>	<i>Listening</i> Merespon sapaan orang yang belum/ sudah dikenal <i>Speaking</i> Menyapa orang yang belum/ sudah dikenal <i>Reading</i> Merespon makna gagasan teks shopping list <i>Writing</i> Mengungkapkan makna gagasan teks <i>shopping list</i>	Good ... Ungkapan Idiom Ejaan Ucapan Intonasi, tekanan <i>I am...</i> <i>Alphabet</i> <i>Noun</i> Kosa kata: <i>Things around us</i>	Konsep: morning, afternoon, evening, night Konsep: days, months Seasons Kesantunan Ragam lisan: formal dan informal Kesopanan Adat Ragam lisan formal dan informal	Struktur teks dan negosiasi lisan transaksional dan interpersonal Struktur teks dan negosiasi lisan transaksional dan interpersonal	Meminta klarifikasi jika perlu Meminta klarifikasi jika perlu
2	Merespons dan mengungkapkan: - tindak tutur meminta dan memberi informasi - teks fungsional: <i>announcement</i>	<i>Listening</i> Merespon permintaan akan informasi <i>Speaking</i> Memberi informasi <i>Reading</i> Merespon makna gagasan teks announcement <i>Writing</i> Mengungkapkan makna gagasan teks <i>announcement</i>	S+be+ noun S+be+ plcae Ucapan, intonasi, tekanan Idiom <i>I have...</i> <i>I've got...</i> <i>Vocabulary: food, things around the house</i> <i>Number + Colour+ Thing</i> <i>It's... (adjective)</i> <i>Adjectives</i> <i>Opposites</i> <i>Number + adjective + thing</i> <i>There is...</i> <i>Adverb: time, manner, place</i> <i>Preposition</i>	Kesopanan Ragam lisan formal dan informal Adat (<i>manner</i>) Kesopanan Ragam informal	Struktur teks dan negosiasi lisan transaksional dan interpersonal	Meminta klasifikasi jika perlu
3	Merespons dan mengungkapkan: - tindak tutur memerintah dan melarang - teks fungsional: <i>notes</i>	<i>Listening</i> Merespon perintah dan larangan <i>Speaking</i> Mengungkapkan perintah dan larangan <i>Reading</i> Merespon makna gagasan teks notes <i>Writing</i> Mengungkapkan makna gagasan teks <i>notes</i>	<i>Verbs</i> <i>Imperative</i> Kosa kata: kolokasi <i>Pronoun: Subject and Object</i> <i>Idiom</i>	Kesantunan Ragam lisan: formal dan informal Kesantunan yang berterima dalam bahasa dan budaya target.	Struktur teks dan negosiasi lisan Transaksional dan interpersonal	Meminta klarifikasi jika perlu

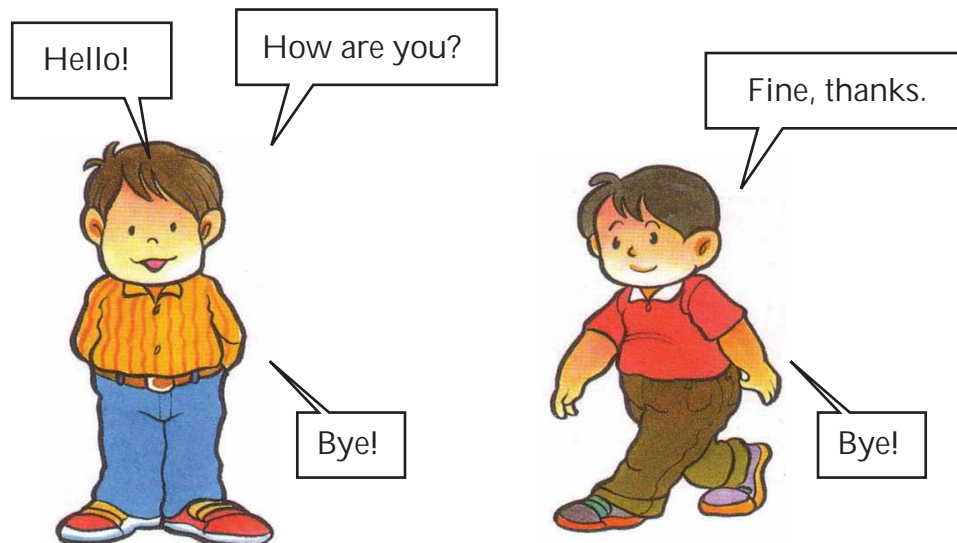
4	<p>Merespon dan mengungkapkan:</p> <ul style="list-style-type: none"> - tindak tutur meminta maaf, mengucapkan terimakasih, dan mengungkapkan kesantunan - Merespon dan mengungkapkan makna gagasan teks fungsional berbentuk <i>post-cards</i> 	<p><i>Listening</i> Merespon permintaan maaf Ucapan terima kasih Kesantunan <i>Speaking</i> Mengungkapkan permintaan maaf Ucapan terima kasih Kesantunan <i>Reading</i> Merespon makna gagasan teks <i>postcards</i> <i>Writing</i> Mengungkapkan makna gagasan teks <i>postcards</i></p>	<p><i>Verb+ing</i> <i>Konsep: Continuous</i></p>	<p>Konsep: waktu Foreign food in the city Kesopanan Ungkapan-ungkapan idiomatik Pemilihan topik Kesantunan</p>	<p>Struktur teks dan negosiasi lisan transaksional dan interpersonal</p>	<p>Meminta klarifikasi jika diperlukan</p> <p>Meminta klasifikasi</p>
5	<p>Merespon dan mengungkapkan tindak tutur:</p> <ul style="list-style-type: none"> - meminta dan memberi fakta - menyatakan suka dan tidak suka <p>Merespon dan mengungkapkan makna gagasan teks fungsional:</p> <ul style="list-style-type: none"> - kartu ucapan - daftar belanja - formulir pribadi - kartu nama 	<p><i>Listening</i> Merespons - permintaan fakta dan pemberian fakta - pernyataan suka dan tidak suka <i>Speaking</i> Mengungkapkan: - permintaan fakta dan pemberian fakta - pernyataan suka dan tidak suka <i>Reading</i> Merespon makna gagasan teks fungsional: - kartu ucapan - daftar belanja - formulir pribadi - kartu nama <i>Writing</i> Mengungkapkan makna gagasan teks fungsional: - kartu ucapan - daftar belanja - formulir pribadi - kartu nama</p>	<p>Simple Present Like/dislike Do not/does not It's (jam) <i>Adjectives</i> <i>Declarative</i> <i>Interrogative</i></p> <p>Kosa kata berhubungan dengan <i>classroom, food, drinks, barang-barang di rumah, personal information, hobby, dates, months, invitation</i></p>	<p>Menghargai janji/waktu Pertanyaan pribadi yang boleh dan tak boleh diberikan Sikap menghargai prestasi orang lain Konsep: ucapan selamat: <i>happy birthday</i></p>	<p>Struktur teks dan negosiasi lisan transaksional dan interpersonal</p>	<p>Mengawali sebuah pembicaraan Menumbuhkan keberanian mengungkapkan ide</p>

6	<p>Merespon dan mengungkapkan makna dalam monolog deskriptif</p> <p>Merespon dan mengungkapkan makna gagasan dalam teks deskriptif</p>	<p><i>Listening</i> Mengidentifikasi informasi faktual dalam wacana monolog <i>descriptive</i> yang didengar</p> <p><i>Speaking</i> Melakukan monolog dalam bentuk deskripsi orang.</p> <p><i>Reading</i> Mengidentifikasi informasi factual wacana deskripsi. Mengidentifikasi langkah-langkah retorika dalam wacana <i>descriptive</i>.</p> <p>Membaca nyaring wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman jenis teks <i>descriptive</i>.</p> <p><i>Writing</i> Mengungkapkan langkah retorika dalam <i>descriptive</i> pendek</p> <p>Menulis deskripsi seseorang</p>	<p>Simple Present tense.</p> <p>Noun phrases</p> <p>Adjectives about appearance and personality</p> <p>S+be+Adjectives</p> <p>Declarative</p> <p>Interrogative</p> <p>Opposition</p> <p>Coordinating conjunction "but"</p>	<p><i>Choosing appropriate word to recognize somebody</i></p>	<p>Struktur teks (<i>identification dan descriptions</i>).</p> <p><i>Adjectives of appearance and personality</i></p> <p>"But" for contrasting two people</p>	<p><i>Using real objects to clarify oral description</i></p>
7	<p>Merespon dan mengungkapkan:</p> <ul style="list-style-type: none"> - meminta dan memberi barang - meminta dan memberi jasa - meminta dan memberi pendapat - meminta klarifikasi - merespon secara interpersonal <p>Merespon dan mengungkapkan makna gagasan teks fungsional:</p> <ul style="list-style-type: none"> - <i>greeting cards</i> - <i>name cards</i> - <i>lost notice</i>. 	<p><i>Listening</i> Merespon permintaan akan: jasa</p> <p>Merespon pemberian jasa</p> <p>Merespon permintaan akan: barang</p> <p>Merespon pemberian barang</p> <p>Merespon pendapat</p> <p>Merespon klarifikasi</p> <p><i>Speaking</i> Mengungkapkan permintaan akan: jasa</p> <p>memberi jasa</p> <p>Meminta barang</p> <p>Meminta barang</p> <p>Meminta pendapat</p> <p>Meminta klarifikasi</p> <p><i>Reading</i> Merespon makna gagasan dalam kartu ucapan, <i>notice</i>, ucapan terimakasih</p> <p><i>Writing</i> Mengungkapkan makna gagasan dalam kartu ucapan, <i>notice</i>, ucapan terimakasih</p>	<p><i>Can I ...?</i></p> <p><i>May I ...?</i></p> <p><i>Can you...?</i></p> <p><i>Could you...?</i></p> <p><i>Sure.</i></p> <p><i>Certainly.</i></p> <p><i>Sorry,..... I'm using ... now.</i></p> <p><i>Please ...</i></p> <p><i>Please don't ...</i></p> <p><i>Here you are.</i></p> <p><i>Here it is.</i></p> <p><i>Simple past tense</i></p> <p><i>Statement and interrogative</i></p> <p><i>Fillers:</i></p> <p><i>Really?</i></p> <p><i>Oh, poor ...!</i></p> <p><i>Well, he deserves that.</i></p> <p><i>I think..</i></p> <p><i>Do you think...?</i></p> <p><i>Past participle phrase</i></p> <p><i>Salutation</i></p>	<p>Membedakan tingkat kesantunan: formal dan informal</p> <p>Dalam meminta barang/jasa</p> <p>Menolak memberi jasa secara sopan</p> <p>Menunjukkan ketertarikan pada ucapan/cerita seseorang</p> <p>Berpikir kritis dan asertif</p> <p>Mengucapkan terimakasih atas bantuan seseorang</p>	<p><i>Fillers</i> dalam dialog interpersonal</p> <p><i>Modal auxiliary in requesting and asking permission</i></p> <p><i>Effective Writing (phrases)</i></p>	<p>Menggunakan <i>fillers</i> untuk mempertahankan percakapan</p> <p><i>Phrasing Ideas</i></p>

8	<p>Merespons makna dalam monolog prosedur</p> <p>Mengungkapkan makna dalam monolog prosedur</p> <p>Merespon makna gagasan dalam teks prosedur</p> <p>Mengungkapkan makna gagasan dalam teks prosedur</p>	<p><i>Listening</i> Mengidentifikasi informasi rinci dalam monolog prosedur yang didengar.</p> <p><i>Speaking</i> Melakukan sebuah monolog prosedur</p> <p><i>Reading</i> Mengidentifikasi informasi factual dalam wacana prosedur. Mengidentifikasi langkah-langkah retorika dalam wacana prosedur. Membaca nyaring wacana ragam tulis dengan ucapan dan intonasi yang menunjang pemahaman jenis teks prosedur.</p> <p><i>Writing</i> Menulis wacana prosedur Menuliskan langkah-langkah retorika dalam wacana prosedur.</p>	<p>Pola kalimat imperative misalnya: cut, don't mix, dsb.</p> <p>Action verb, misalnya: turn, don't mix, dsb.</p> <p>Connectives untuk mengurutkan kegiatan, misalnya: First, then, finally, dsb.</p>	<p>Penggunaan please untuk memperhalus perintah/larangan</p>	<p>Piranti kohesi untuk urutan kegiatan secara kronologis: First, now, then, after that, finally.</p>	<p>Bekerja sama dengan teman.</p> <p>Menggunakan action untuk memperjelas penjelasan suatu proses</p>
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UNIT 1

Hello... How Are You?



Pic 1.1 (Cliparts Office, 2003)

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about greeting, leave taking, introducing oneself and others.
- produce transactional and interpersonal dialogues about greeting, leave taking, introducing oneself and others.
- make ideational responses to short functional texts (shopping lists).
- create short functional texts (shopping lists).

Section One:

Greeting and leave taking; introducing oneself and someone to another.

Presentation

Activity 1



Look at the picture. Repeat after the teacher.



Pic 1.2 (Cliparts Office, 2003)

Miss Dina : Good morning, students.
Students : Good morning, Ma'am.
Miss Dina : How are you this morning?
Students : We're fine, thank you.
Miss Dina : Nita, you're a new student. Come here and introduce yourself.
Nita : Good morning, everyone.
I am Ranita. Call me Nita.

Answer these questions:

1. What is Miss Dina saying to her students?
2. Is the class in the morning?
3. What is Nita saying to her classmates?
4. Do you also introduce yourself to your new friends?

Activity 2



Listen and repeat after your teacher.

Greeting and leave taking	Responses
<ul style="list-style-type: none"> Hello/Hi. Good morning. Good afternoon. Good evening. How are you? Good night, Mum. Goodbye/Bye. See you tomorrow/later/ Monday. 	<ul style="list-style-type: none"> Hello/Hi. Good morning. Good afternoon. Good evening. Fine, thanks. I'm fine. Thank you. Good night, honey. Sweet dream. Bye/Bye bye. See you.

Activity 3



Listen and repeat after your teacher.

1.



Greet your parents
"Good morning"
when you see them
in the morning.

2.



Wish your parents
"Good night" before
you go to bed.

3.



When you are leaving, say "Goodbye".

Pic 1.3 (Dit. PSMP, 2006)

Activity 4



Read the following dialogues about greetings and leave taking.

Situation 1 (In the dining room)

You : Good morning, Mum.

Good morning, Dad.

Your mum : Morning honey. Did you sleep well last night?

You : Yeah.

Situation 2 (Rony leaves Tina's house)

Rony : Bye bye Tina. See you tomorrow.

Tina : Bye bye. See you. Take care.

Activity 5



Listen and repeat after your teacher.



Introducing oneself

Hello./Hi. I am Priska Wulandari.
Please call me Priska.



Pic 1.4 (Cliparts Office, 2003)

Dialogue 1

Priska : Excuse me. Is your name Doni?

Doni : That's right.

Priska : I'm Priska.

Dialogue 2 (In a school canteen)

Martin : Is this seat taken?

Nono : No, help yourself. Are you new here?

Martin : Yeah.

Nono : What's your name anyway?

Martin : Martin. What's yours?

Nono : Martono. But everybody calls me Nono.

Introducing someone to another

Please meet my friend Priska.

Priska, this is Doni.

Donni, this is Priska.

Hello, Doni.

Nice to meet you.

Hello, Priska.

Nice to meet you too.

Dialogue 3

Andi : Do you know Priska?

Doni : No, I don't.

Andi : Priska. This is Doni.

Doni : Hello, Priska. Nice to meet you.

Priska : Hi. Nice to meet you too.

Dialogue 4

Adri : Bim, I want you to meet my good friend, Dono.
Bima : Hello, Don.
Dono : Hello, Bim.
Bima : Adri told me many good things about you.
Dono : Really?

Activity 6



You may also learn other information for introduction, such as address and age.

Questions	Responses
Where do you live?	I live at Jl. Achmad Yani 27.
What's your address?	
How old are you?	I'm twelve years old.
When were you born?	I was born on 17 June 1996.

Dialogue 1 (Dani is a new student. Dewi is introducing herself to Dani. They are in the school yard.)

Dewi : Hello, I'm Dewi. What's your name?
Dani : Hello, Dewi. I'm Dani Perdana. Please call me Dani.
Dewi : Where do you live, Dani?
Dani : I live at Jl. Achmad Yani 27.
Dewi : Oh, do you?
Dani : Yes, I do.
Dewi : So, we are neighbours.
Dani : Are we?
Dewi : Yeah. I live at 8.

Dialogue 2 (At the school canteen)

Tina : Hi, I am Tina. This is Andy.
Sari : Hi, Tina. Hello Andy. I'm Sari. Nice to meet you.
Andy : Nice to meet you too, Sari.
Tina : You are new here, right?
Sari : Yes, I am.
Andy : Welcome to the school.
Sari : Thanks.

Activity 7



1. Let's sing a song about alphabets.

My ABC Song

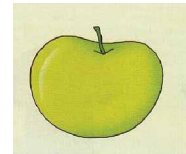
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2. Now read the following poem aloud. Pay attention to your pronunciation.

A FOR APPLE, B FOR BOY



A B C D E F G
Sing a song of ABC
Come on boys and come on girls
Sing a song of ABC
A for Apple and B for Boy
C for Cat and D for Dog
E for egg and F for Fish
G for Girl and H for Hand
I for Ice Cream and J for Jet
K for Kite and L for Lamb
M for Man and N for None
O for Orange and P for Pen
Q for Queen and R for Rain
S for Sugar and T for Tree
U for Umbrella and V for Van
W for Water and X for X'mas
Y for Yellow and Z for Zoo
It's so simple, all can do
Come on boys and come on girls,
Sing a song of ABC



Pic 1.5 (Cliparts Office, 2003)

Activity 8



Listen and repeat after your teacher.

Here are the things around us.



Apple



Bread



Chair



Dress



Eggs



Flowers



Grapes



Hat



Iron



Jacket



Kettle



Lamp



Mushrooms



Nuts



Oranges



Pillows



Quilt



Rabbit



Shoes



Telephone



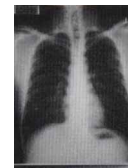
Umbrella



Vase



Watch



X-ray



Yam



Zips

Pic 1.6 (Dit. PSMP, 2006)

Work in pairs. Based on the pictures above, complete the chart below.

Things that go together				
Clothes we wear	Jacket			
Food we eat		Apple		
Things in the living room		Vase		
Things in the kitchen	Kettle			
Things in the bedroom		Pillow		

Activity 9



Days of the week

Listen and repeat after your teacher.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

Pic 1.7 (<http://aes.lutherwood.ca/images/calender.gif>)

Answer these questions.

1. What day comes after Tuesday?
2. What days come after Thursday?
3. What day comes after Saturday?
4. What days are school days?
5. What days are not school days?

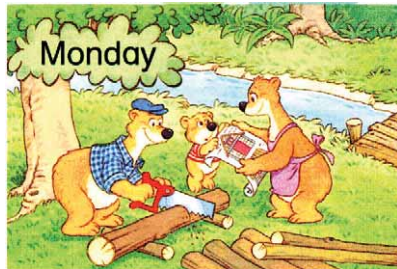
Activity 10



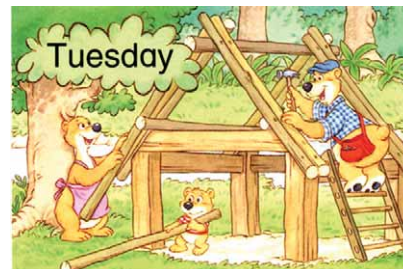
Look at the following pictures.

Papa bear plans to build a house. He wants everybody in the family to help him. He plans to start the work on Monday and finish on Saturday.

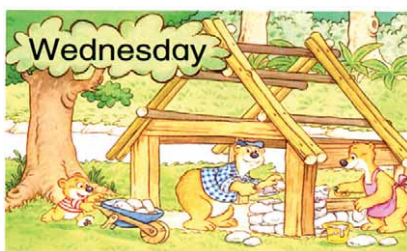
Building a house



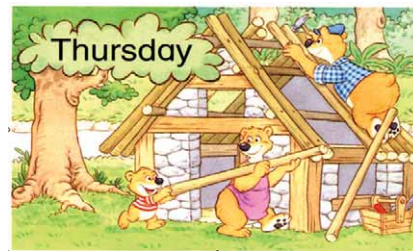
They cut the logs.



They put the logs together.



They prepare the stones



They put the roof.



They put the door.



They paint the door.



They have a house-warming party!

Pic 1.8 (Dit. PSMP, 2006)























Practice



Activity 1



Work with your partner.

Give names to the things in the boxes. Use a dictionary if necessary. Then, find two more words starting with each letter.

	A ...		N ...
	B ...		O ...
	C ...		P ...
	D ...		Q ...
	E ...		R ...
	F ...		S ...
	G ...		T ...
	H ...		U ...
	I ...		V ...
	J ...		W ...
	K ...		X ...

	L . . .		Y . . .
	M . . .		Z . . .

Pic 1.9 (Cliparts Office, 2003)

Activity 2



Fill in the blanks with suitable expressions. Look at the example. Then with a partner perform the dialogues.

Dina : Please meet my friend, Sony. Sony this is Rina.
 Rina : Nice to meet you, Sony.
 Sony : Nice to meet you too, Rina.

In the classroom

- Deni : Hi, Dion.
 Dion :
 Deni : How are you?
 Dion :

In the school canteen

- Dion : Good morning. I'm Dionisius. Call me Dion.
 Gani :
 Dion : Pardon?

Tina is leaving Mira at 7 p.m.

- Tina : Good night, Mira.
 Mira :
 Tina :
 Mira : See you.

In a bookstore

- Dimas : Hi, Rani. Pleased to meet you here.
 Rani : Yeah, me too.
 Dimas : Let me introduce you to my friend.

 Gani : Nice to meet you, Rani.
 Rani :

At Diani's house

5. Rina : Good afternoon, Ma'am.
Diani's mother :
Rina : I'm Diani's classmate.
Diani's mother : Oh, please come in.
Rina : Thank you.

Production

Activity 1



In pairs, make a dialogue based on the situations below.

1. You meet your friend at school in the morning.
What do you say?
2. You meet your teacher at school in the morning.
What do you say?
3. You are leaving your friend in the afternoon. What do you say?
4. You meet your parents at the dining table in the morning.
What do you say?
5. You want to go to bed at night. What do you say to your parents?

Activity 2



With a partner perform a dialogue based on the following situations.

1. You have a new teacher.
How do you introduce yourself?
2. You have a new friend at school.
How do you introduce yourself?
3. You are a new student.
How do you introduce yourself to the class?

Section Two:

Functional text (Shopping list)

Presentation

Activity 1: Number



Listen and repeat after the teacher. Then, complete the following chart.

Cardinal		Ordinal	
1	One	1st	First
2	Two	2nd	Second
3	Three	3rd	Third
4	Four	4th	Fourth
5	...	5th	Fifth
6	Six	6th	...
7	...	7th	Seventh
8	Eight	8th	...
9	Nine	9th	Ninth
10	Ten	10th	...
11	...	11th	Eleventh
12	Twelve	12th	...
13	Thirteen	13th	Thirteenth
14	Fourteen	14th	...
15	...	15th	Fifteenth
16	Sixteen	16th	...
17	Seventeen	17th	Seventeenth
18	...	18	Eighteenth
19	Nineteen	19	Nineteenth
20	Twenty	20	...
21	Twenty one	21	Twenty-first
22	Twenty two	22	Twenty-second
23	Twenty three	23	Twenty-third
24	...	24	Twenty-fourth
25	Twenty five	25	...

Activity 2



Here are the months of the year.
Listen and repeat after the teacher.

January	April	July	October
February	May	August	November
March	June	September	December

Now, complete the conversations below.

For example:

Andi : When is your birthday?

Nani : It is January the tenth.

- Andi : When does the school year begin?
Aldi :
- Ani : When is the Indonesian Independence Day?
Ana :
- Rani : When is Christmas?
Rina :

Activity 3



While listening to your teacher, match these dates.

- | | |
|------------------|--------------|
| 1 st | third |
| 2 nd | tenth |
| 3 rd | fifth |
| 4 th | second |
| 5 th | seventh |
| 6 th | ninth |
| 7 th | first |
| 8 th | eighth |
| 9 th | sixth |
| 10 th | fourth |
| 11 th | thirty-first |
| 12 th | fifteenth |
| 13 th | thirtieth |
| 15 th | twelfth |
| 21 st | twenty-first |
| 30 th | thirteenth |
| 31 st | eleventh |



Pic 1.10 (Cliparts office, 2003)

Activity 4



Read and match these years as the example.

1825	nineteen ninety-two
1992	eighteen twenty-five
1950	nineteen fifty
2004	two thousand and ten
2000	two thousand
2010	two thousand and four

Activity 5



Read and complete these dates.

9/5/1992	the.....of May, nineteen ninety-two
15/11/1825	the fifteenth of..... eighteen twenty-five
1/1/1950	the first of january.....
23/8/2004	.....

Activity 6



Listen and repeat.











Pic 1.11 (Cliparts office, 2003)

Activity 7



Listen and repeat after the teacher.

In England, the US, and Australia, seasons change every three months. The seasons are summer, fall/autumn, winter, and spring.

	Month	Season	
		North (The US, Canada)	South (Australia)
1	December January February	Winter 	Summer 
2	March April May	Spring 	Autumn / Fall 
3	June July August	Summer 	Winter 
4	September October November	Autumn / Fall 	Spring 

Pic 1.12 (Cliparts Office, 2003)

Activity 8



Answer the questions based on your experience. Then discuss the questions with your partner.

1. What do people make before going shopping?
2. Do you know a "shopping list"?
3. Why do you need a shopping list?

Activity 9



Read the following text aloud. Suppose tomorrow is your birthday. Today mother takes you to the nearest store to buy things for the party. She makes a shopping list.

Birthday List

cookies
candies
tart
balloon
candle
coca cola

The list above is called a shopping list.
It lists the things we want to buy.
It really helps to plan and remind us what we need to buy.

Practice

Activity 1



Listen and repeat after the teacher.

This is a new school year.
You need to go shopping.
You need a shopping list.
Write your "back to school" list.
The following pictures help you to
remember what to buy.
Use your dictionary.



Pic 1.3 (Cliparts Office, 2003)

PICTURES TO HELP YOU



Pic 1.14 (Cliparts Office, 2003)

Back to school list

.....
.....
.....
.....

Activity 2



Your mother is not at home. Your friends are coming over. You want to entertain them. You need to buy some food stuff. Based on the following pictures make a shopping list.



Pic 1.15 (Dit. PSMP, 2006)

Food to buy

.....
.....
.....
.....

Production

Activity 1



You want to visit your friend who is in hospital. Make a list of things you want to buy for him/her.

Activity 2



Work in pairs. A school year starts next week. You need to buy some stationery. Make a list of it.

Homework

You need to buy some bathroom stuff. Make a shopping list.

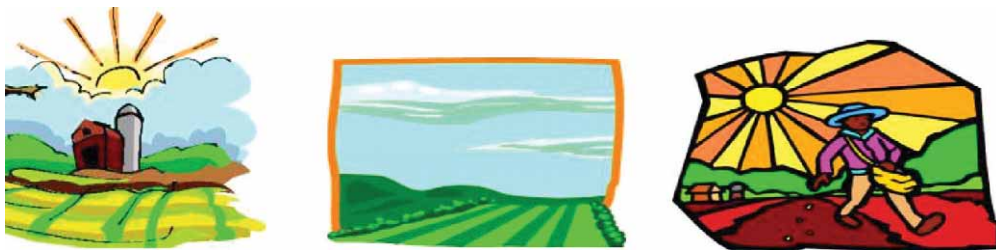
Shopping List

NO.	THINGS	QUANTITY
1	Shampoo	1 bottle
2		
3		
4		
5		
6		
7		
8		
9		
10		

Summary

1. In this unit you have learned:
 - how to greet
 - how to part
 - how to introduce yourself
 - how to introduce someone to another.
2. You also have learned how to make a shopping list.

Cultural Notes



Pic 1.16 (Cliparts Office, 2003)

Morning
0:00 – 12:00

Afternoon
12:00 – 18:00

Evening
18:00 – 24:00

Say "good morning" if you meet someone at between 00.00 – 12.00.

Say "good afternoon" if you meet someone at between 12.00 – 18.00.

Say "good evening" if you meet someone at between 18.00 – 24.00.

Say "good night" when you leave someone in the evening or before going to bed.

It means "goodbye".

Evaluation

A. Complete the following dialogues.

At the school canteen

1. Dina : Hi, Rani. How are you?
Rani :
Dina : Fine, Rani. I want you to meet my cousin, Ita. Ita this is my classmate Rani.
Rani :
Ita : Hi, Rani.

At home

2. Mother : Good night, honey.
Dina :
Mother : Sweet dream.
Dina :

B. Make shopping lists based on the following situations. The first thing in the list is written for you.

1. You need some stationery for a drawing class.

drawing paper

.....
.....
.....
.....
.....

2. You need some things for a holiday camping.

torch

.....
.....
.....
.....
.....

Your Words

Things in Shops



Pic 1.17 (Dit. PSMP, 2006)

Based on the pictures above complete the following table.

Dairy Products	Fruits	Vegetables
Milk		

Reflection

1. This unit gives me (put tick):
- ☐ new experiences.
- ☐ useful learning experiences.
- ☐ no useful learning experiences.
- ☐ useful learning strategy.
- ☐ no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give tick (v) to yes, no, some.

	Statements	Yes	Some	No
a.	I can make responses to greeting and leave-taking.			
b.	I can introduce myself and someone to another.			
c.	I can ask and answer factual information about time, days of the week, months and numbers.			
d.	I can make a shopping list.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcriptions	Indonesian equivalents
attendant	n	[ə'tendənt]	penjaga toko
classmate	n	['klɑ:smeɪt]	teman sekelas
log	n	[lɒg]	batang kayu
mushroom	n	['mʌʃru:m]	jamur
roof	n	[ru:f]	atap
stationery	n	['steɪʃnəri]	alat-alat tulis
stuff	n	[stʌf]	barang-barang
torch	n	[tɔ:tʃ]	obor
quilt	n	[kwɪlt]	selimut kapas

UNIT 2

I Am ...



Putri

Diana

Pic 2.1 (Cliparts Office, 2003)

- Hi. I'm Diana.
- What's your name?
- My name is Putri.
- Putri. How do you spell it?
- P-U-T-R-I
- I'm from Indonesia.
- Are you?
- Yes. I am.

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about asking for and giving information.
- produce transactional and interpersonal dialogues about asking for and giving information.
- make ideational responses to short functional texts (announcement).
- create short functional texts (announcement).

Section One:

Asking for and giving information

Presentation

Activity 1



Listen and repeat after your teacher. Then, answer the questions that follow.

In Joni's living room

Ani : How many cars are there in your garage?

Joni : There are two.

Ani : Are they new?

Joni : One is old and one is new.

Questions

1. What are Ani and Joni talking about?
2. Can you describe it/them?

Activity 2



Listen and repeat after your teacher.

Asking for and giving information	Responses
<ul style="list-style-type: none">• What's your name?• How do you spell it?• Where are you from?• When were you born?• Where do you live?• What colour is your house?• Is it big?• Which one is your bike?• Is that your new bike?• How many chairs are there?	<ul style="list-style-type: none">• My name is Joni.• J-O-N-I.• I am from Jakarta.• I was born on July 26, 1996.• I live at Jl. Bintoro 23, Surabaya.• White.• No, it isn't.• The yellow one.• No, it isn't.• There are four chairs.

Activity 3



Listen and repeat after your teacher.

In the classroom

1. Mrs. Santosa : Hello. Are you the new student?
Ben : Yes, Ma'am. I am.
Mrs. Santosa : And your name ...?
Ben : Ben, Ma'am.
Mrs. Santosa : Ben. Is that it?
Ben : Benedict, Ma'am.
Mrs. Santosa : How do you spell it?
Ben : B-E-N-E-D-I-C-T.
Mrs. Santosa : Right... Nice to meet you, Benedict.
Ben : Nice to meet you too, Ma'am

In the library

2. Anang : Hi, Ben. I am Anang.
Ben : Hi, Anang.
Anang : Where are you from?
Ben : I am from England.
Anang : England? That's very far.
Ben : Indeed.



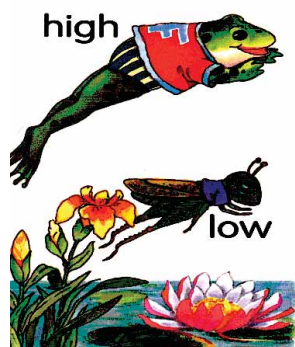
Pic 2.2 (Cliparts Office, 2003)

Activity 4



Listen and repeat after your teacher.

Open your dictionary to find the meanings if necessary.



Picture 1



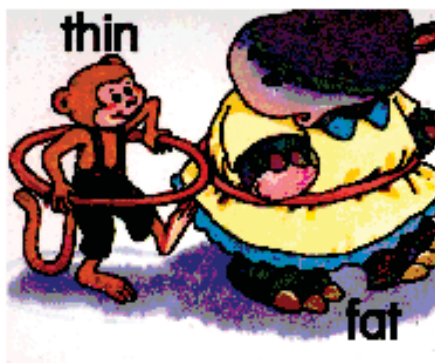
Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

Pic 2.3 (Dit. PSMP, 2006)

To describe something, you say:
The bag is full.
The bag is empty.
So, full is the opposite of empty.

Activity 5: Number, Colour and Things



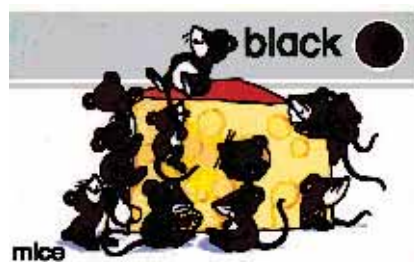
Look at the following pictures.

What colours are there?

What things are there?

How many things are there?

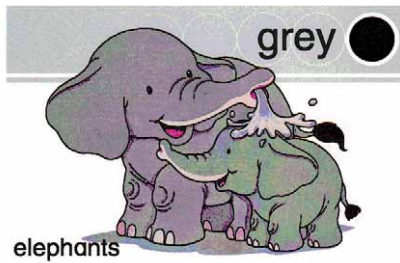
Read the phrases aloud after your teacher.



- One mouse
- One black mouse
- Ten black mice



- One polar bear
- One white polar bear
- Two white polar bears



- One elephant
- One grey elephant
- Two grey elephants



- One squirrel
- One brown squirrel
- Three brown squirrels



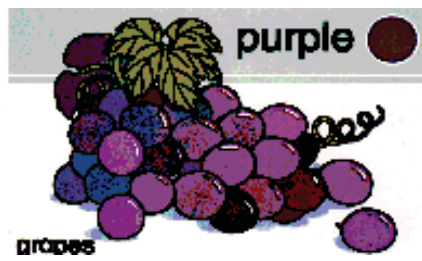
- One flamingo
- One pink flamingo
- Four pink flamingos



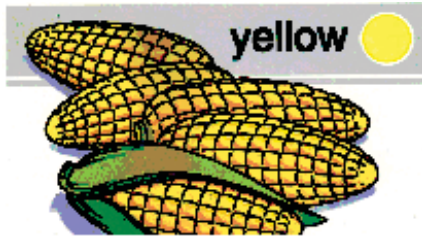
- One frog
- One green frog
- Five green frogs



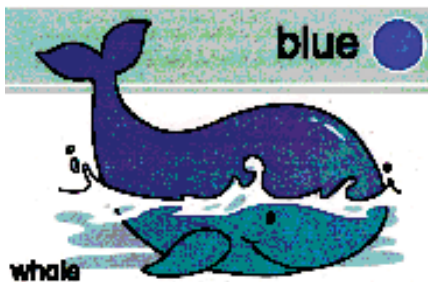
- One carrot
- One orange carrot
- Seven orange carrots



- One grape
- One purple grape
- Twenty six purple grapes



- One corn
- One yellow corn
- Five yellow corns



- One whale
- One blue whale





- One strawberry
- One red strawberry
- Twelve red strawberries

Pic 2.4 (Dit. PSMP, 2006)

Based on the pictures above, you can make noun phrase with:
Number + Adjective + Noun.

Number	Adjective	Things	
One	red	cherry	
Two	green	frogs	

Three	cute	toothbrushes	
Four	Big	ducks	

Pic 2.5 clip art office, 2003

Activity 6: Pattern



The following is the pattern of *Number + Adjective + Noun*.
Complete the following chart

Subject	Has / Have	Number + Adjective + Thing/s
I	have	one blue book.
You	have	ten red grapes.
We	have	...
They	have	...
She	has	...
He	has	...
It	has	a white tail.

Activity 7: There is..... There are...



Look at the pictures.
There are many things in the park.
Everything has colours.
Everything has sizes.
Some of the things are more than one.

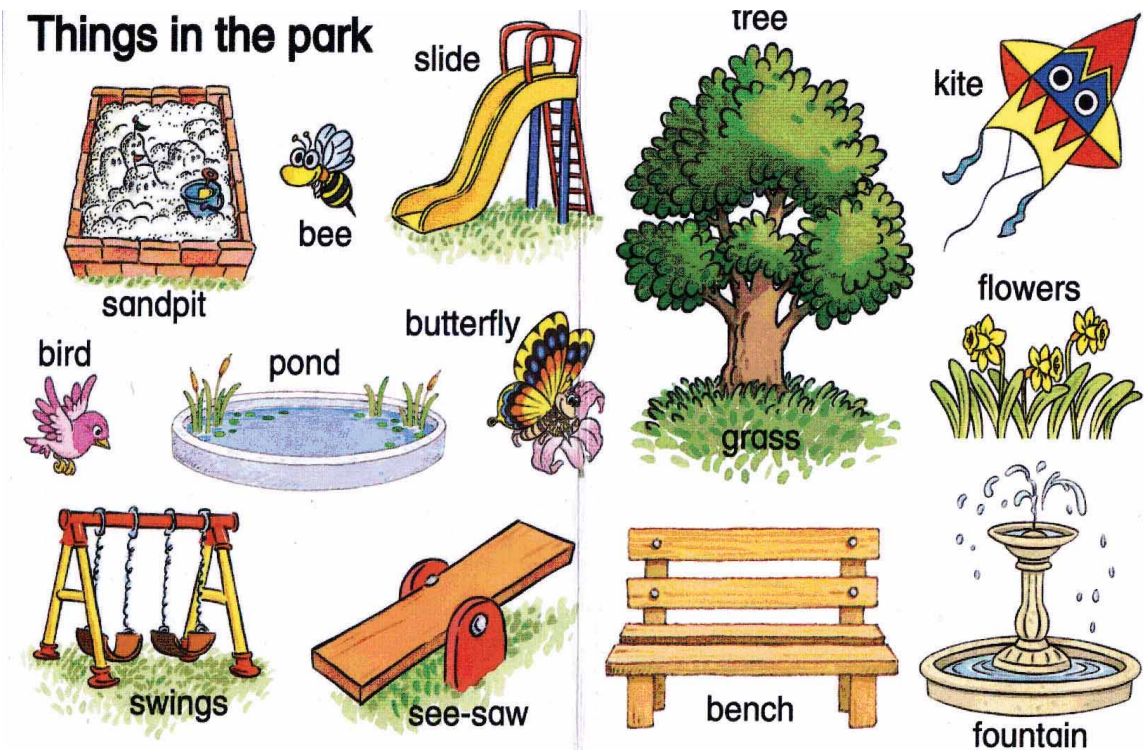
If there is only one thing, you say:

There is one small sandpit in the park.

If there are more than one, you say:

There are two swings in the park.

Now, look at the pictures below. Ask and answer about them. For example:
A: *How many flowers are there in the park?*
B: *There are three flowers there.*



Pic 2.6 (Dit. PSMP, 2006)

Based on the pictures above, complete the following chart.

There	be	a/an	thing/s	place
There	is	a	pond	in the park.
There	are	_____	flowers	in the park.

Activity 8: Where, When, How



To tell where something is, you use a preposition.
So, a preposition goes with a noun.
Look at the examples below.

Places

On the wall

Under the table

On the tree

In the classroom

Over there

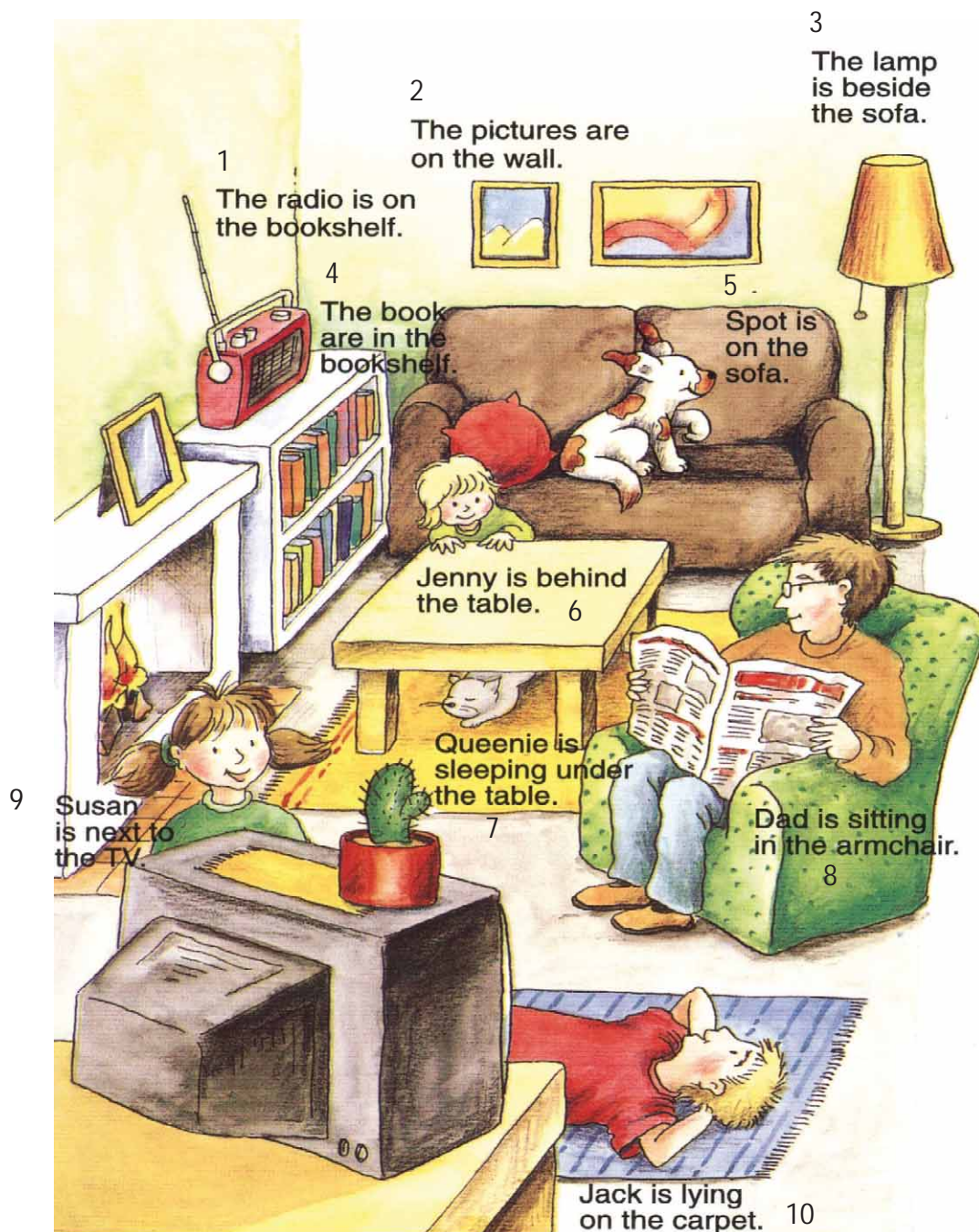
At home

Next to the TV

Beside the sofa

Behind the table

Look at the following picture. Listen and repeat after the teacher



Pic 2.7 (Dit. PSMP, 2006)

Now rewrite the sentences above. Underline the preposition.

For example: The radio is on the bookshelf.

Then complete the following chart.

Subject	Be / Be+ Verb+ing	Adverb of Place
1. Jenny	is	behind the table.
2. The pictures	.....	.....
3. The books	.....	.....
4. The lamp	.....	.....
5. Spot	is	on the sofa.
6. Dad	.....	.....
7. Susan	.....	.....
8. Queenie	.....	.....
9. Jack	is	on the carpet.

Activity 9



To tell when things happen, you use time.

A preposition goes with time too.

One preposition goes with certain time expression.

We cannot change it. We can say “in the morning”, but not “at the morning”.

For example: I play football in the afternoon.

Time

Today
Yesterday
Tomorrow
In the morning
At noon
In the afternoon
In the evening
At night
In May
On the 1st of May
In 2004
At one o'clock

Now complete the following chart.

Subject	Verb Be / Do	Object	
1. Sandy	eats	lunch	... ..
2. I	.....	.....	at night.
3. My birthday	is	.....	... ..
4. We	study	our lesson	... ..

C. Manner: To tell how things happen you use manner

Fast Closely Loudly Clearly
Slowly Quickly Carefully Quietly

For example: The boy sings loudly.

Now complete the following chart.

Subject	Verb	Adverb of manner
1. The girl	loudly.
2. The dog	quietly.
3. The old man	slowly.

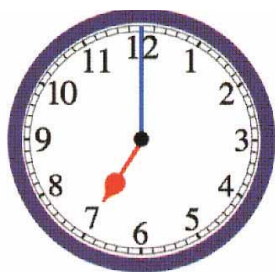
Activity 10: Telling Time



Pic 2.8 (Dit. PSMP, 2006)

When we ask the time, we say "What time is it, please?"
"What's the time, please? or "Do you have the time?"

Here are the examples of telling time. Your teacher will read each phrase/sentence below. Repeat after her/him.

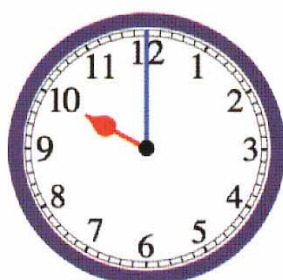


7 o'clock

Time to wake up.

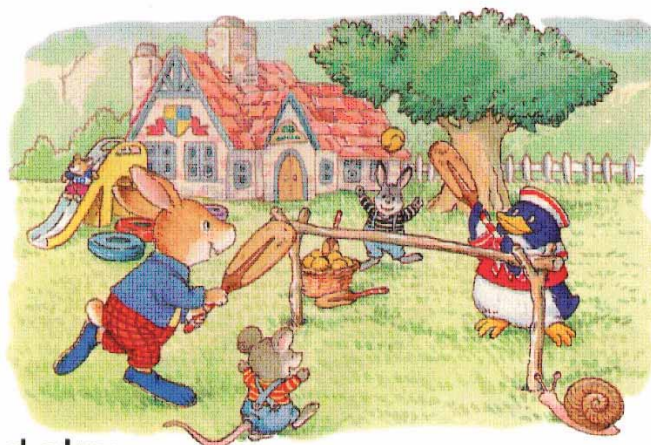


It's seven o'clock.

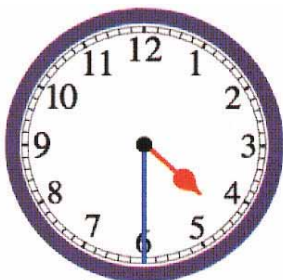


10 o'clock

Time to go out and play.

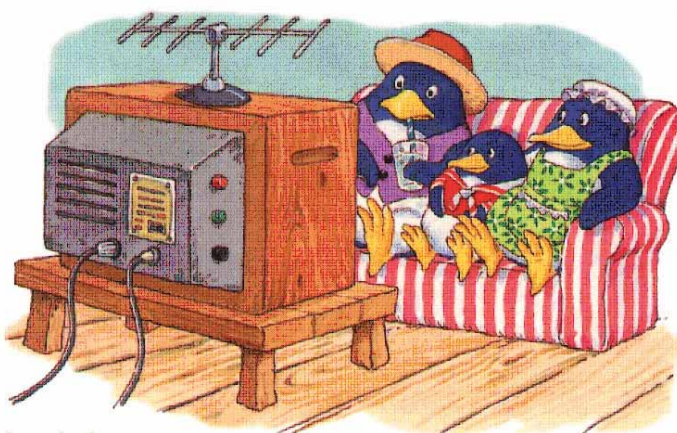


It's ten o'clock.



half past
four

Time to watch television.



It's half past four.

Pic 2.9 (Dit. PSMP, 2006)

Activity 1



Look at the picture. It is Tomy's bedroom.

What does he have in his room?

Describe the things using noun phrases.

For example: Tomy has one green mat.

Tomy's bedroom



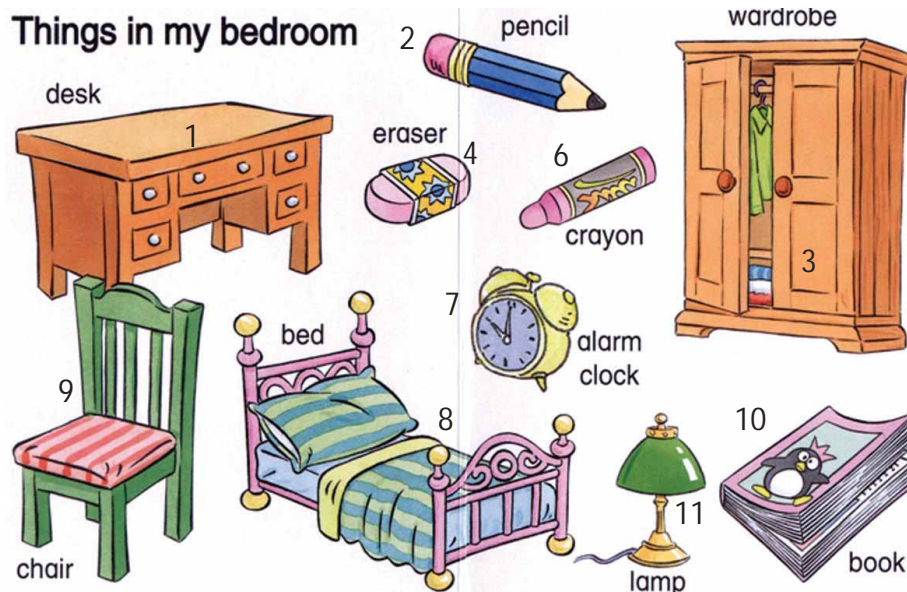
Pic 2.10 (Dit. PSMP, 2006)

Activity 2



Look at the following things. Suppose they are in your bedroom. Now tell your friends what you have in your bedroom.

For example: I have a wooden chair



Pic 2.11 (Dit. PSMP, 2006)

Activity 3



Look at the pictures at Activity 7 (presentation). Work in pairs.
Ask and answer about the pictures. Here is the example.

For example:

A: How many sandpits are there in the park?

B: There is one small sandpit in the park.

Activity 4



Read the dialogue and answer the questions. Work in pairs.

At the zoo

Tina: Do you have any pets at home?

Roni: I have a cat and two rabbits.

Tina: Are they cute?

Roni: Yes, of course. I like playing with them.

Questions:

1. What pets does Roni have?
2. How many chickens does Roni have?
3. What does Roni like to do with them?

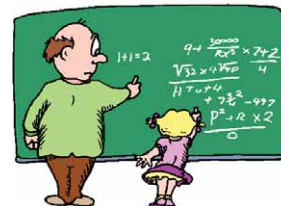
Activity 5



Complete the dialogues with suitable expressions in the box. Then perform the dialogues with a partner.

In the classroom

1. Teacher : Where's the chalk?
Ella :
[Bringing the chalk]
Ella : Here you are.
Teacher : Thanks.



In the kitchen

2. Dono : Let's cut this fish.
Hendro :
Dono : I will.



At Ratih's house

3. Budi : May I borrow this for a week?
Ratih :
Budi : Oh, okay. Never mind.



While having the school break

4. Galuh : I am hungry.
Buyung :
Galuh : Thanks. Has it got curry?
Buyung : I think so.



At home

5. Fajar : Mum, where's my hat?
Mrs. Jati :
Fajar : And where's my bag?
Mrs. Jati :
Fajar : It's not here, Mum.
Mrs. Jati : Look at your book shelf.



(Pict. 2.12 Cliparts Office, 2003)

- a. Do it carefully, please.
- b. I think it's near your desk.
- c. Sorry, I use it everyday.
- d. It's in your bag.
- e. It's over here.
- f. There's a canteen over there

Production

Activity 1



Look at the picture about supermarket. Use your dictionary.
Tell your friend where the people are and where things are.
For example:

The old lady needs vegetables. She is in the vegetable section



Pic 2.12 (Dit. PSMP, 2006)

Activity 2



Work with your partner. Make dialogues based on the following situations. Use the model.

Model:

A: Where is.....?

B: It's in/on/at.....?

1. You need your rubber, but it is not there. You ask your friend. She/he tells you where it is.
2. You move to a new classroom. You and your friend discuss where to put classroom equipment in the right place. What do you and your friend say?
3. You have a new friend at school. You want to show him/her around the school, for example the cafeteria, library, and teachers' office. What do you say?

Activity 3

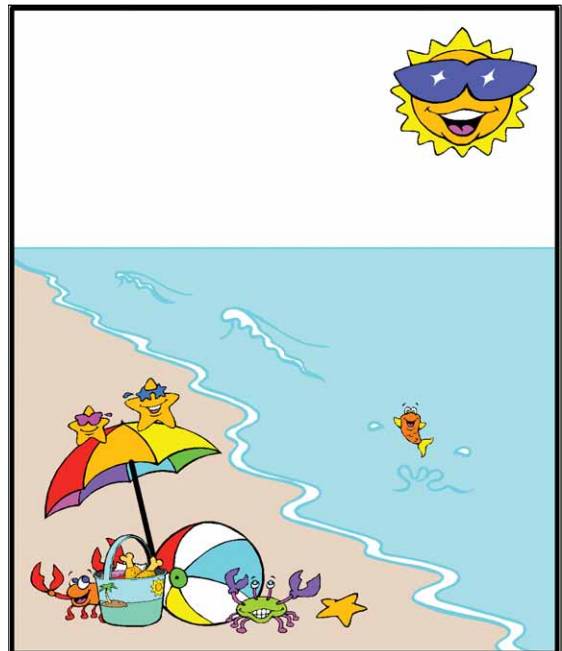


Work individually.

Look at the picture and answer the following questions.

1. Where are things?
2. What time is it?
3. Where are the people?

For example: It is about noon. The sun shines very brightly



(Pict 2.14 Clipart Office, 2003)

Activity 4



Work with your partner. Use the expressions of asking for and giving information. Make a dialogue based on these situations.

Situation 1

You want to borrow Andy's cutter. You forgot to bring it.

Situation 2

Rony is a school boy scout. Ask information about how to join the school boy scout.

Section Two:

Short Functional Text (Announcement)

Presentation

Activity 1



Read the announcement and answer the questions.

Good morning, class.
Join our choir rehearsal every Saturday at
12.30 in the school hall. All are invited.
Thank you.

1. What is the announcement about?
2. Where do you hear the announcement?
3. Who may read the announcement?

Activity 2



Based on the above announcement, here is the clue you must follow.

What?

A choir rehearsal

When?

Every Saturday at 12.30.

Where?

In the school hall

Activity 3



Read the announcement and answer the questions.

Announcement
Join the extracurricular programmes at school.
Feel free to choose your favourite program.
Don't miss out. Enjoy yourself.

Head of OSIS

Answer these questions.

1. Where do you usually find the above announcement?
2. What is it about?
3. Who wrote the announcement?

Activity 1



Complete the sentences with the expressions in the box.

1. We have just begun
2. Every student should know
3. There are
4. The election of the head of OSIS will be next month. Every student should
5. Studentsfrom Monday till Thursday.
6. The will take in the school hall.
7. require students to wear black belts and black shoes only.

- a. The school rules
- b. vote one of the candidates
- c. a new school year
- d. should wear a white and blue uniform
- e. the new school regulation
- f. a number of extracurricular programs
- g. farewell party
- h. please, be helpful

Activity 2



Read the announcement in Activity 1 (presentation) aloud in front of the class. Pay attention to your pronunciation.

Activity 3



Write an announcement based on the data below. Then, read it in front of the class.

Event : A try out on the final exam.

Time : Sunday, 16 March, 2008, from 9.00 to 11.00 am.

Place : In the school hall.

Production

Activity 1



In pairs, write an announcement on the basis of the following points. Then, read it aloud.

1. To celebrate the Indonesian Independence day.
2. A marching competition.
3. August 5, 2008.
4. Send representative for each class.
5. Rehearsal is everyday after school hours.

Activity 2



Write a simple announcement on a school bazaar. It is in the school yard on Sunday, March 16, 2008, 9.00 a.m. to 1.00 p.m. All students are invited.

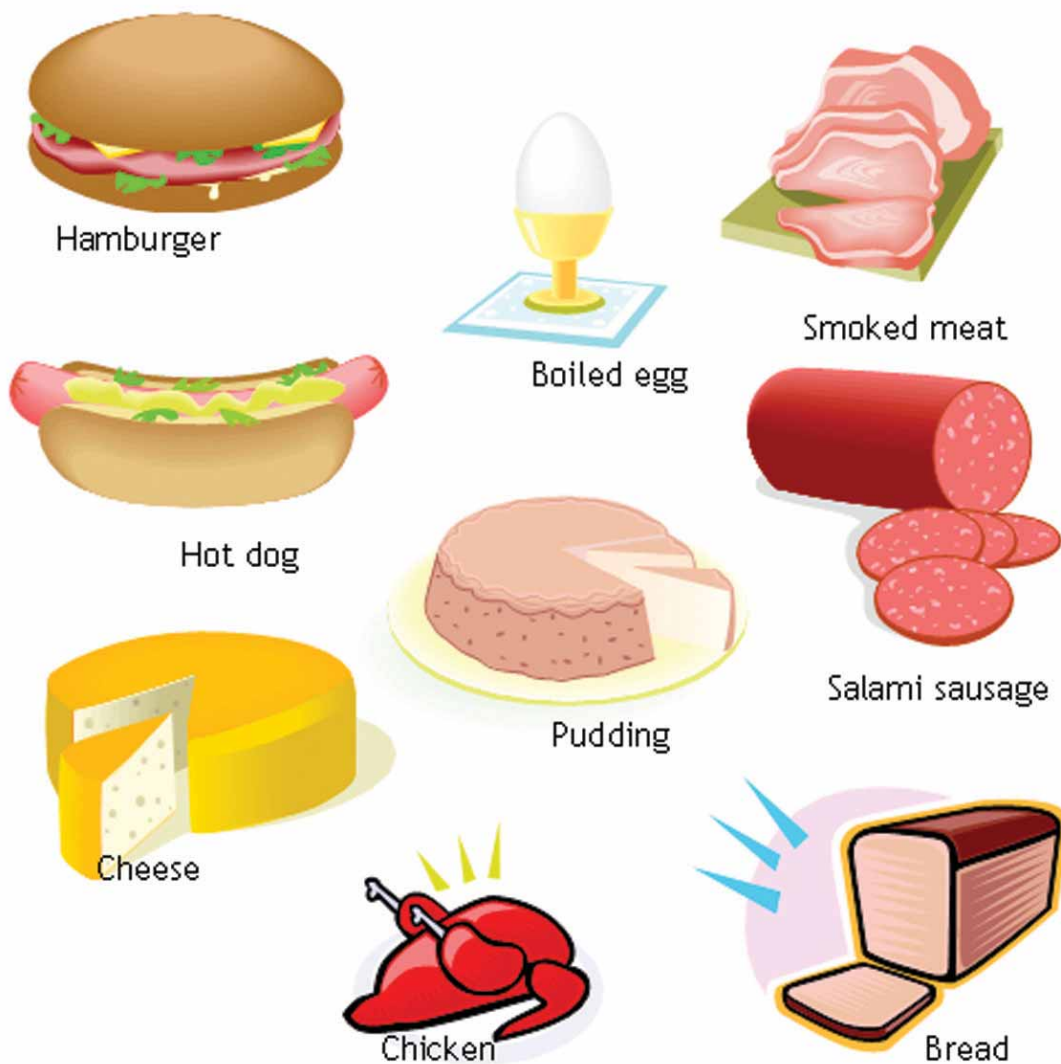
Homework

1. Work with your partner. Prepare a dialogue with the owner of the school canteen. You want some information about the kinds of food in the canteen.
2. Write a simple announcement for a school activity, for example, a news reading contest or an English speech contest

Summary

1. In this unit, you have learned:
 - how to ask for information.
 - how to give information.
2. You have also learned:
 - how a short functional text (announcement) is organised.
 - how to write a short functional text (announcement).

What do people around the world eat?



Pic 2.15 (Dit. PSMP, 2006)

Look at the above foods. Answer the following questions.

1. Are they the same as the foods that you usually eat?
2. What do you usually have for breakfast, lunch, and dinner?
3. Have you ever eaten the above foods?

Evaluation

A. Choose the correct words to complete the sentences.

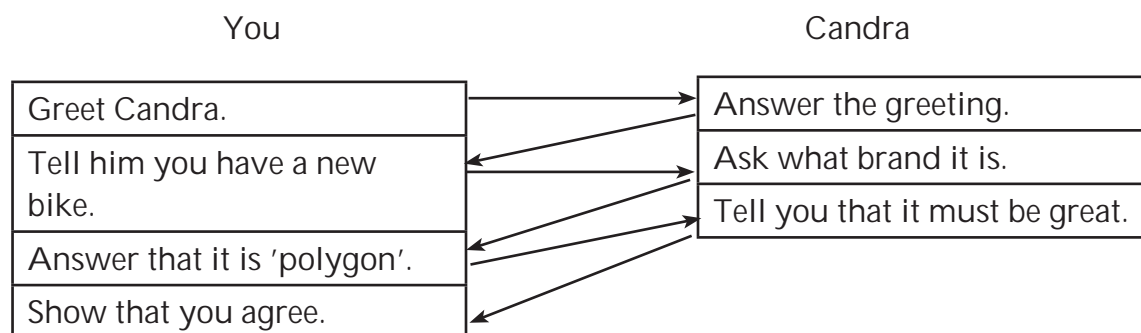
1. Monik : How many (pen/pens) do you have?
Ali : I have only one (pen/pens).
2. Mamik : How many (seat/seats) in the classroom?
Andy : There are about 40 (seat/seats)
3. Rany : Do you have pets? I have two (bird/birds) at home.
Dan : I have a (rabbit/rabbits)
4. Dyah : How many big (tree/trees) are there in the school yard?
Reza : I think there are four (tree/trees).

B. Write the following time in verbal forms.

1. It is 7 o'clock =
2. It is 12.15 =
3. It is 8.30 =
4. It is 2.56 =
5. It is 4.10 =

C. Write a dialogue based on the chart below.

You and Candra are talking about your new mountain bike.



D. Write an announcement based on the following clue.

Event : Prom night.
When : On Saturday, 22 March 2008.
Where : In the school hall

Fun Page

I Have Two Hands

Read the following poem loudly. Pay attention to your pronunciation.



I have two hands
The left and the right
Hold them up high
So clean and bright
Clap them softly
1 2 3



My face is bright
My teeth all white
My dress is clean
And all of me
So dear play mates
Follow me
So that our mother will be happy



I have two hands
The left and the right
Hold them up high
So clean and bright
Clap them softly
1 2 3



My face is bright
My teeth all white
My dress is clean
And all of me
So dear play mates
Follow me



So that our mother will be happy

Pic 2.16 (Dit. PSMP, 2006)

Now, write the adjectives and the adverbs that you find in the poem above.

Adjectives	Adverbs
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Reflection

1. This unit gives me (put a tick):
- ☐ new experiences.
- ☐ useful learning experiences.
- ☐ no useful learning experiences.
- ☐ useful learning strategy.
- ☐ no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give a tick (✓) to yes, no, some.

Statements	Yes	Some	No
a. I can make responses to asking for and giving information.			
b. I can make a talk on asking for and giving information.			
c. I can ask and answer factual information about descriptive adjectives, noun phrases, adverbs of places, time and manner.			
d. I can write an announcement.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
boy scout	n	[bɔɪskaʊt]	pramuka
candidate	n	['kændɪdət]	calon
garage	n	['gærɑːʒ]	garasi
representative	n	[reprɪ'zentətɪv]	perwakilan
sandpit	n	['sændpɪt]	kotak yang diisi pasir untuk tempat anak-anak bermain
staple diet	n	['steɪpl'daɪət]	makanan pokok
rehearsal	n	[rɪ'hɜːsəl]	latihan
scissors	n	['sɪzəz]	gunting
see-saw	n	[siːsɔː]	jungkat-jungkit
choir	n	['kwaɪə]	paduan suara

UNIT 3

Do This... Please.



Pic 3.1 (Cliparts Office, 2003)

- Open the door, please.
- Could you line up here?
- Don't do that, please.
- Stop that, please.
- Can you hold this for me?
- Count to ten, please.
- Come here, please.

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about asking someone to do something and forbidding someone to do something.
- produce transactional and interpersonal dialogues about asking someone to do something and forbidding someone to do something.
- make ideational responses to short functional texts (notes).
- create short functional texts (notes).

Section One:

Asking someone to do something and forbidding someone to do something.

Presentation

Activity 1



Look at the pictures. Match the pictures to the expressions in the box.

1. after the teacher.
2. to the tape.
3. down on your seat.
4. hello to your friend.
5. in the school yard.
6. lunch at the school canteen.
7. about something.
8. at the bird.



Repeat



Have lunch



Look



Listen



Sit



Do sports



Hello!



Talk

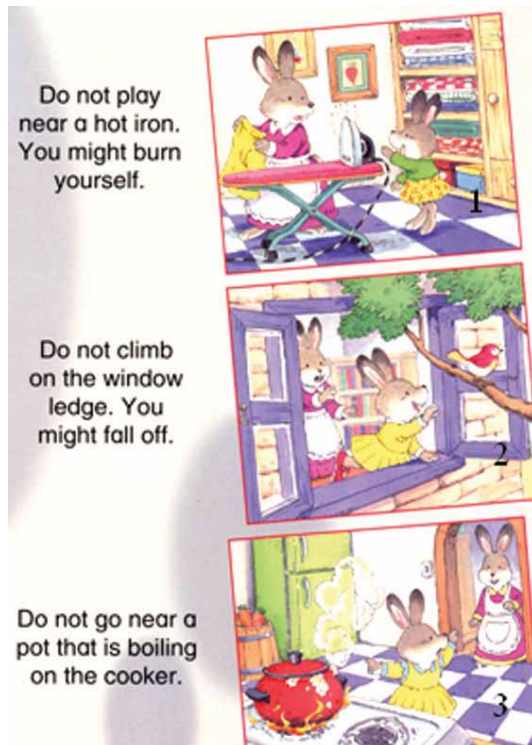
Pic 3.2 (Cliparts Office, 2003)

Activity 2



Look at the pictures. Listen and repeat after the teacher.

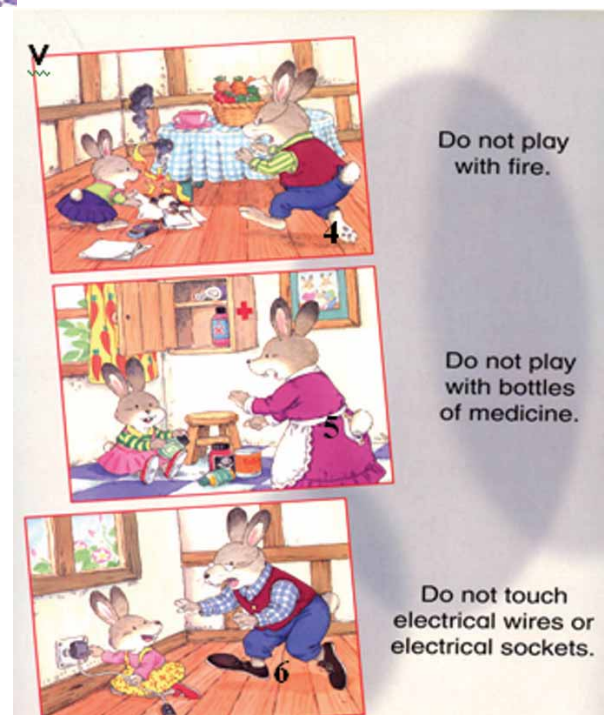
Don't do this. Don't do that.



Do not pick your nose.



Do not bite your finger.



Pic 3.3 (Dit. PSMP, 2006)

Activity 3



How do you ask people to do something?

Start with a verb. This verb is called "imperative verb".

If you don't want people to do something, start with "don't".

	Open	the door,	please.
Don't	open	the door.	
Could you	open	the door,	
	Come	here	
Please	come	here.	
Don't	come	here.	
Let's	go	there.	

How would you give response?

Say:

Yes, Ma'am.

Okay, Ma'am.

Sure.

Alright.

Right away, Ma'am.

No problem.



The word "I" is used as *subject*.

When "I" is used as *object*, it changes into "me".

For example:

I want ice cream.

Mother loves **me**.

Subject	Object
I	me
You	you
He	him
She	her
They	them
We	us
It	it

Please Could you	help help Help	me. her, him,	please? please.
---------------------	----------------------	---------------------	--------------------

Activity 4



Listen and repeat after the teacher.

1. Leaving for school

Cindy : We're leaving.
Anne : Wait for me!
Cindy : Hurry up! We'll be late.
Anne : Okay. I'm ready. Let's go.

2. In the canteen

Harry : What's the matter?
Andy : I have the hiccups.
Harry : Hold your breath.
Joe : Drink some water.
Ken : Eat a slice of bread.
Andy : It's okay. The hiccups are gone.

3. At the cross road

Jane : How do I get to the post office from here?
Jim : Walk two blocks to Ahmad Yani Street. Then turn right on Diponegoro Street. Go another one block to Sumatera Street and turn left. The post office is on your right-hand side.

4. At the dining room

Jack : Bye, Mom. I'm going cycling.
Mom : Wait a minute. Clean your room before you leave.
Jack : What do I have to do?
Mom : Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket. Okay?
Jack : Okay.

Answer these questions.

1. Underline the imperative verbs in each dialogue.
2. Why do the speaker use 'imperative' verbs?

Activity 1



Choose the best answer.

- Andi : I don't feel good.
Sari : the doctor.
a. Look b. See
c. Wath d. Listen
- Bank teller : Please,in line.
Customer : Okay.
a. sit b. walk
c. stand d. step
- Sandy : to bring no 2 pencil to the test.
Okky : I won't.
a. Don't try b. Don't bring
c. Don't forget d. Don't remember
- Ari : anyone my secret. Do you promise?
Sany : I do.
a. Don't talk b. Don't tell
c. Don't speak c. Don't say

Activity 2



Complete the following conversation. Use the expressions available.

1. Jane : Mira, here, please.
Mira : Okay. What's?
Jane : me carry this, please.
Mira :

sure up help come



2. Clay : Okay, now... let's ... the exercise.
Mawar : Okay. Let's do it.
Clay : ... down here, please.
Mawar : Thank you.
Clay : Let's ... the words.
Mawar : Sure. And then?



Clay : Then we them with the pictures.

Mawar: Okay. I it.

Get sit do underline match

Activity 3



In pairs, rearrange the sentences into a proper dialog.

1. Going towards the classroom

Ruben : Let's not talk.

Adit : Hear the bell?

Rubben : Yes. Let's go.

Adit : Right. Let's just go in.

Teacher : Line up, please!



2. Mrs. Green is leaving for work.

Clay : Bye, Mum.

Mrs. Green : Get up, please, Clay!

Clay : No worries, Mum.

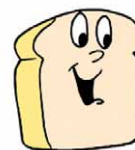
Mrs. Green : Come on. Have shower.

Clay : In a minute, Mum.

Mrs. Green : Then have breakfast, okay?

Clay : Just a second, Mum.

Mrs. Green : I am leaving. Bye.



Pic 3.4 (Cliparts Office, 2003)

3. In front of a food store

Randy : OK, Mum. Buy me some chocolate, please.

Mother: Randy, I'll go in to get some food stuff. Please stay and keep an eye on the motorcycle.

Randy : Sure, Mum.

Mother: I will. Don't talk to strangers.

4. Anto is leaving for school.

Anto : I won't, Mum.

Anto : Bye, Mum.

Mother: Bye, Anto. Take care. Don't receive anything—candies or chocolates-
- from anybody.

Activity 1



Work with a partner. In turns, ask your friend to do the following actions and give replies.

For example :

You say : "Get me a piece of chalk, please."

Your friend replies: "Okay," then he/she gets a piece of chalk for you.

- | | |
|-------------------------------|------------------------------|
| 1. Stand in line. | 5. Turn on the light. |
| 2. Sit down, please. | 6. Stop talking, please. |
| 3. Tidy up your desk, please. | 7. Submit your work, please. |
| 4. Straighten your chair. | 8. Put on your hat, please |

Activity 2



Make dialogues based on the situations below.

For example:

The classroom is a little bit dark. Ms Ningrum asks Roni to open the windows.

Ms Ningrum : Roni, open the windows, please.

Roni : Yes, Ma'am.

Ms Ningrum : Thank you, Roni.

Roni : You are welcome.

Situations :

1. You want to invite your friend to go to the canteen. What would both of you say?
2. You don't want your friend to talk. What would both of you say?
3. You want your friend to help you draw a map. What would you say?
4. Your teacher wants you to line up. What would you say?
5. You don't want your sister to watch TV. What would you say?

Section Two:

Short Functional Text (notes)

Presentation

Activity 1



Answer the questions based on your experience.

Questions :

1. Have you ever got any note?
2. What kind of note was it?
3. Why did you get that note?
4. When your friend celebrates her birthday, do you send her a note?
5. What do you write on it?

A note is a short informal written message.
(Oxford Concise Dictionary 10th Edition)

Activity 2



Listen and repeat after your teacher.

Here is a short note from Shirley's mother. She has to see grandpa. He is in the hospital. She puts the note on the fridge.

A Sample Note

Shirley,
I won't be home until late.
Grandpa is in the hospital.
Lunch is on the table. Help
yourself.
Wash the dishes.
Water the plants in the front
garden.

Thanks
Mom

Activity 1



Match the following situations with the expressions in the box.

Situations:

1. Your friend is in Bali. She is on New Year's holiday with the whole family.
2. Your friend suffers from Dengue Fever. She is in the hospital.
3. Your friend has just won a National Math Olympiad. Send a note to him/her.

Get well soon
Congratulations. You have made us proud.
Have a nice holiday.
I hope this will make you feel better.

Activity 2



Read the following note and answer the questions that follow.

Morning class. Listen.
Time for the test.
Prepare a piece of paper.
Write your name on the top of the paper.
Remember. Don't make any noise.

Questions.

1. Is the above note spoken or written?
2. Who reads the note?
3. Where is it read?
4. Who are the listeners?
5. What should the students prepare?
6. What should the students not to do?

Activity 1



Your sister is leaving for Bali. She is on a picnic with her classmates. You don't have time to meet her. Write a note asking her to buy you a Joger T-shirt and a canvas backpack.

Activity 2



Write a note for your brother telling what he can do and what he must not do.

Situation:

Your parents are away. You are at home with your little brother. At 4 pm you're having a choir rehearsal. You won't be back until 7 pm.

Homework

Read the problems.

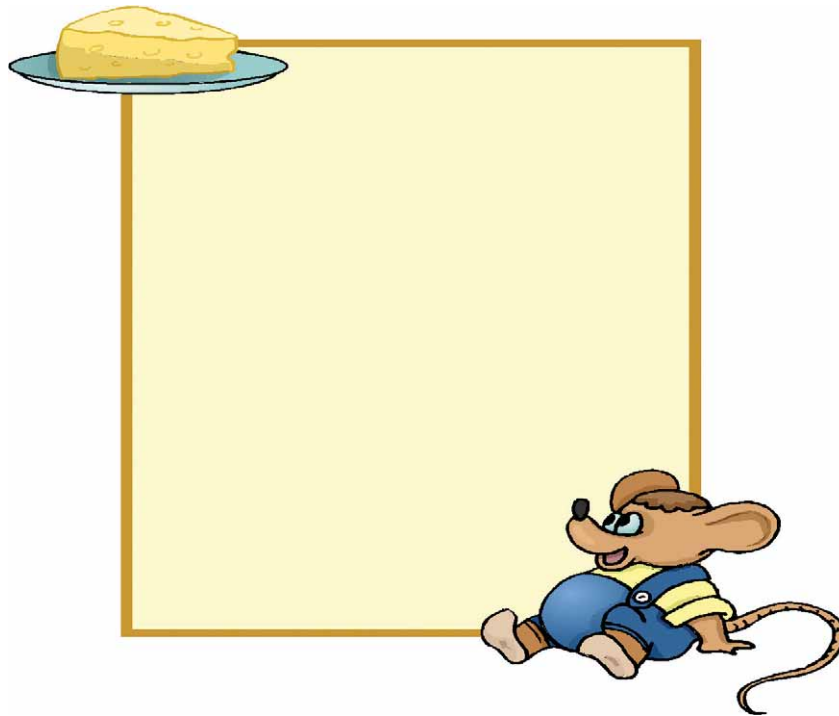
Write small notes.

You may write big notes if you can.

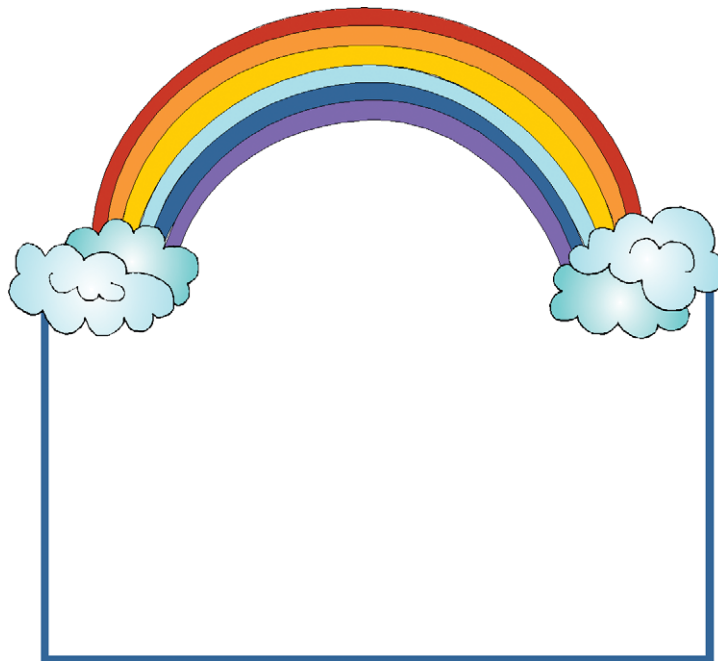
1. You want your friend to wait for you. What would you write?



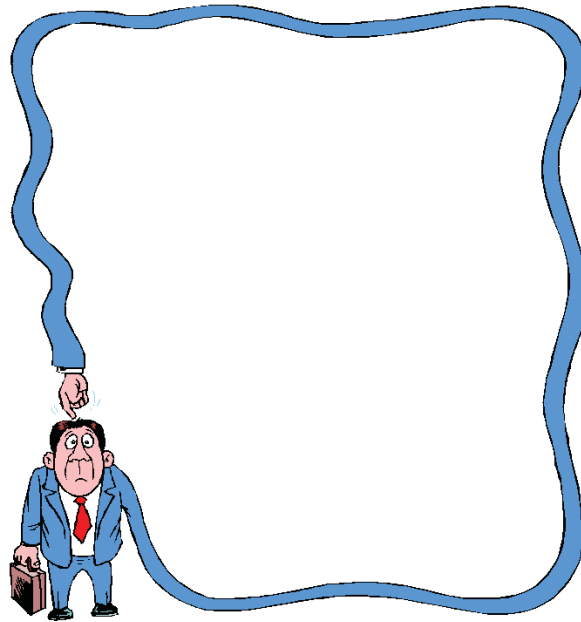
2. You want your friend to buy cheese and bring it to school. What would you write?



3. You don't want your mother to pick you up. You want to go home by bus. What would you say? Start with Dear Mum...



4. Tomorrow is a busy day. You must do many things. Make a list of them.



Pic 3.5 (Cliparts Office, 2003)

5. Your parents are not at home. They want you to keep an eye on your little brother. Write a dialogue telling your brother things that he may do and may not do.

Summary

1. In this unit you have learned:
 - how to ask someone to do something.
 - how to forbid someone to do something.
2. You also have learned how to write notes.

Cultural Notes

In the English culture, people send get-well notes when somebody is ill or hospitalized. They do not usually visit the patients. Sometimes they send flowers and attach a get-well note/card on them. The flower and cards show their support and love.



Pic 3.6 (Cliparts Office, 2003)

Evaluation

A. Write a response to the following note.

Write down your name on top of the paper.
Submit your work.
Don't talk, please.

B. Your mother is in the market. You're leaving for school. Write a note telling her you'll come home late. There will be a cheer leader rehearsal after school hours. Also tell her you will have lunch at the school canteen.

C. Complete the following sentences with appropriate verbs in the box.

1. for me. I'll be ready in a few minutes.
2. me the salt and pepper.
3. up! It's time to get up.
4. pages 7 through 9 for tomorrow 's class.
5. the light on. It's getting dark here.

Pass	Read	Wait	Close
Wake	Put	Come	

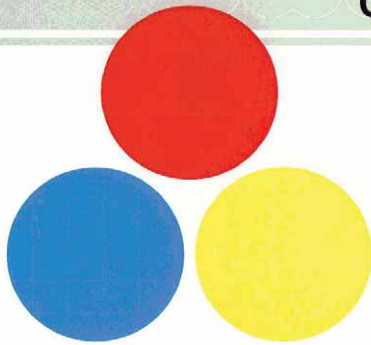
C. Complete the following note about getting to a Jaya Book Store. Use proper verbs.

To (1) get to Jaya Book Store, (2) take a city bus to Perak. (3) off at Damri Headquarters. Then (4)..... to the other side of basuki Rachmat Street. (5)..... to the left for a few hundred metres. Gramedia book store is on your left. (6)..... me in front of the store at 4.30.

Fun Page

Did You Know

primary colours



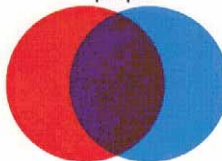
Red, blue and yellow are primary colours. You cannot get primary colours from any other colours. Every other colour is a mixture of these three colours.

secondary colours

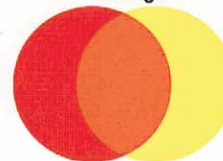


The colours that you get by mixing primary colours are called secondary colours. Orange, green and purple are secondary colours.

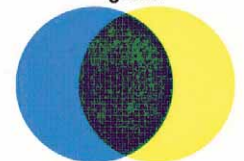
red + blue
= purple



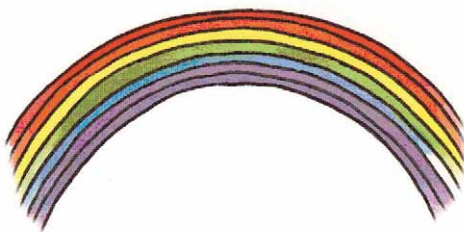
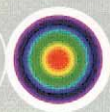
red + yellow
= orange



blue + yellow
= green



colours of the rainbow



There are seven colours in a rainbow. They are red, orange, yellow, green, blue, indigo and violet.

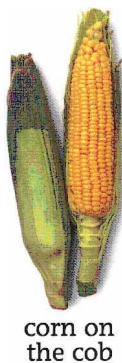
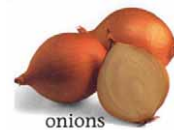
Pic 3.7 (Dit. PSMP, 2006)

Answer these questions:

1. What colours do you see in a rainbow?
2. What colours are primary colours?
3. What colours are secondary colours?
4. How do we get secondary colours?
5. Make an experiment with water color. Write the verbs for the following actions.
 - a. red and yellow.
 - b.some water.
 - c. Finally, you will colour.
6. at a rainbow in the sky. There seven colours. are orange, yellow, green, blue, indigo and violet.
7. Complete the sentences below with appropriate verbs.
... .. a little piece of blue colour. it on a small plate. another piece of yellow colour. a little water. them up. You will green colour there.

Your Words

Vegetables



Pict 3.8(Dit. PSMP, 2006)

Answer these questions

1. What vegetables does your mother usually buy?
2. What vegetables make the food hot?
3. What is the colour of potatoes and carrots?
4. When you want to make fried potatoes what do you do?
5. To make vegetable soup you need to carrots and potatoes into little pieces and
.... cabbage and onions into the broth. Finally.... .. a little salt and pepper. Now the soup
is ready to consume

Reflection

1. This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give a tick (✓) to yes, no, some.

Statements	Yes	Some	No
a. I can respond to a talk about asking and forbidding someone to do something.			
b. I can make a talk about asking and forbidding someone to do something.			
c. I can make instructions and give responses.			
d. I can write notes.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcriptions	Indonesian equivalents
attach	v	[ə'tætʃ]	melampirkan
celebrate	v	['selibreɪt]	merayakan
empty	v	['empti]	mengosongkan
line up	v	['laɪn 'ʌp]	mengantri
note	n	[nəʊt]	catatan
shelf	n	[ʃelf]	rak
suffer	n	['sʌfə]	menderita
submit	v	[sʌb'mɪt]	menyerahkan
hospital	n	['hɒspɪtəl]	rumah sakit
waste paper basket	n	[weɪst'peɪpə 'bɑːskɪt]	keranjang sampah

UNIT 4

Doing Things



Pic 4.1 (Cliparts Office, 2003)

- Hi Weny, can we go out and play?
- Sorry, Lily, I'm busy What are you doing?
- I am helping my mother.
- We are cleaning the house.
- We do this every year.
- We clean up during the holiday.
- That's good.
- Can I help you?
- Sure. Let's get busy.

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about apologizing, expressing politeness and gratitude.
- produce transactional and interpersonal dialogues about apologizing, expressing politeness and gratitude.
- make ideational responses to short functional texts (postcards).
- create short functional texts (postcards).

Section One:

Apologizing; expressing politeness and gratitude

Presentation

Activity 1



Listen and repeat after the teacher.

- Dimas : Yeni, congratulations. I'm proud of you. You're great in mathematics.
This is for you.
- Yeni : Thank you Dimas. But will you come to the party tonight?
- Dimas : I'm really sorry. I have to accompany my Mum to a doctor.
- Yeni : That's alright. Anyway thanks for the gift.
- Dimas : That's fine. Have a good time.
- Yeni : Thanks.

Answer the questions. Discuss the answers in your group.

1. What does Dimas say to congratulate Yeni?
2. What does Yeni reply?
3. What competition has Yeni won?
4. Have you ever got any gift?
5. What do you say when someone gives you something? What is the reply?
6. What do you say to apologize?
7. What do you say to express politeness?

Activity 2



Listen and repeat after the teacher.

Expression of thanking	Responses
<ul style="list-style-type: none">• Thanks.• Thanks a lot.• Thank you.• Thank you so much.• Thank you for your help.	<ul style="list-style-type: none">• Never mind.• You're welcome.• That's alright.• Not at all.• That's fine.

Dialogue 1

- Mother : I bought sneakers for you.
- Doni : Wow, great. Thanks, Mum.
- Mother : You're welcome.

Dialogue 2

Anto's sister : Happy birthday, Anto. This is for you.

Anto : Oh, thank you. I've wanted this bag for years. You're so nice.

Anto's sister : That's alright.

Expressions of apologizing	Responses
<ul style="list-style-type: none">• Sorry.• I'm sorry.• I'm really sorry.• Forgive me, please.• I do apologize.	<ul style="list-style-type: none">• Never mind.• It's okay.• No problem.• Not at all.• That's alright.

Dialogue 3

Student : I'm sorry, Ma'am. I broke the beaker.

Teacher : That's alright. Next time be careful.

Student : I will, Ma'am. I promise.

Dialogue 4

Andi : I'm sorry, Sir. I'm late to class.

Teacher : It's OK this time. Please be on time in the future.

Student : Yes, I will, Sir.

Expressions of politeness	Responses
<ul style="list-style-type: none">• Sorry.• I'm sorry.• I'm really sorry.• Forgive me, please.• I do apologize	<ul style="list-style-type: none">• Okay, Miss.• Yes, Sir.• No problem.• Certainly.• Sure.

Dialogue 5

Teacher : Sandy, will you open the window, please. It's hot here.

Sandy : Yes, Sir.

Teacher : Thank you.

Dialogue 6

Sani : Banu, could you take me home? I have a flat tire.

Banu : Certainly. So you'll leave your bike here.

Sani : I have to. There is no a bike repairman nearby. I'll ask my father for a help.

Banu : I see. Let's go.

Activity 3: Pattern



How do you tell people what you do everyday?

Look at the following pictures.

Make your own sentences using "I" at the beginning of the sentence.

For example: I wake up.

Do these

Things we do every day



I wake up



get up



go to the
bathroom



have a shower



have breakfast
/ˈbrekfəst/



listen to the
radio /ˈlɪsn/



go to
work



come home



make dinner



phone (or call)
a friend



watch TV



go to bed

Sometimes I ...



wash clothes /ˈkləʊðz/



clean the house



go for a walk



write letters

Pic 4. 2 (Dit. PSMP, 2006)

Activity 4



What do people usually do around the house? We can use adverbs like *sometimes, usually, always* and *often* with the words under each picture.
For example: I usually listen to the radio at night.

Based on the pictures above write five sentences like the example.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Activity 5



Based on the sentences you have made in Activity 4, complete the following chart.

Subject	Adverb	Verb	Object	Adverb
I	sometimes	watch	TV	at night
You	always	have	breakfast	in the morning.
They				
We				on holidays.
He				at night.
She				
My cat				

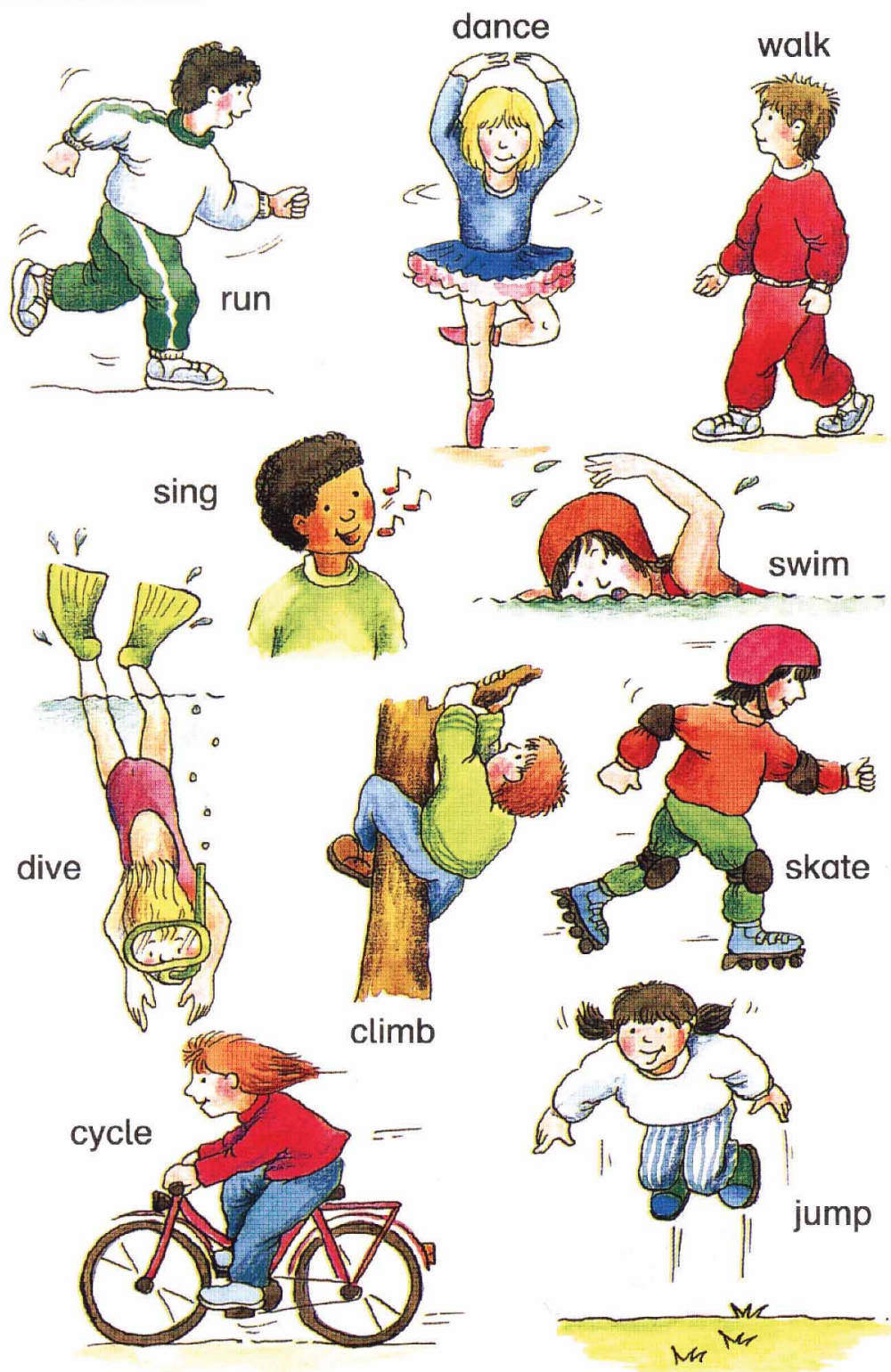
Activity 6



Pattern

Look at the following pictures.
Right now, they are doing different things.
What are they doing?

When you see the word "run", you say: *He is running*
So, you add "ing" to the verbs. Give names to the persons (Subjects).



Pic 4.3 (Dit. PSMP, 2006)

Now fill in the following chart to make the pattern.

Subject	be	Verb + ing
John (He)	is	running
Tia (She)
Bima (He)
Fatur (He)
My brother (He)
The children (They)

You can also add object to the verb.

Subject	be	Verb + ing	Objek
I	am	studying	English.
You	are	swimming	
We	are	reading	this book
My cat	is	chasing	the mouse.

Practice

Activity 1



What do people usually do around the house? Work in pairs. Talk about these pictures.

1



Plant flowers

2



Water the plants

3



Clean the lamp

4



Move things



Fry food



Serve food



Peel apples



Cut vegetables



Cook food



Make bread



Play hide and seek



Have orange juice



Have a good time

Pic 4.4 (Cliparts Office, 2003)

Activity 2



Now, write sentences based on the pictures.



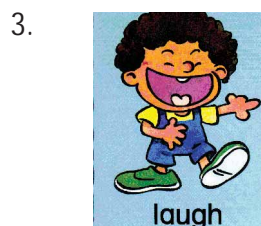
What is the girl doing?

She is walking.



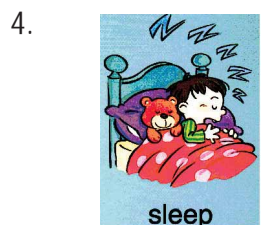
What is the baby doing?

.....



What is the boy doing?

.....



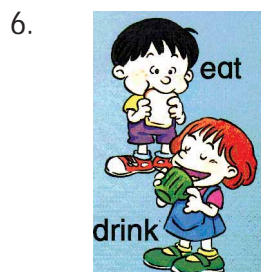
What is the baby doing?

.....



What is the little girl doing?

.....



What are the children doing?

.....



What are we doing?

.....

Pic 4.5 (Dit. PSMP, 2006)

Activity 3



Rearrange the jumbled sentences into proper dialogues.
Work with a partner to perform the dialogues.

1. At Nana's home

Tata : Nana....!

Tata : Oh, are you?

Tata : Come. Let's go and play.
 Nana : Hi, Tata!
 Nana : I am. Come in.
 Nana : Sorry Tata. I'm still doing my homework.
 Tata : No, thank you. I'll come back later.

2. After school hours

Yoga : Why?
 Ririn : Sorry I can't.
 Yoga : Let's go to the movies on Saturday?
 Rini : OK.
 Yoga : Really?
 Rini : Yeah. I clean my room, wash my clothes, cook the food, and go to my dancing class.
 Yoga : All right then. How about Sunday?
 Rini : I do my housework on Saturdays.

3. At the library

Yuyun : Great. I need help with this math too.
 Rina : Sure. What's up?
 Yuyun : Are you busy?
 Rina : Not at all.
 Yuyun : Rina, can I talk to you?
 Rina : Okay. Let's do it carefully.
 Yuyun : Thank you for helping me.
 Rina : Well... just finishing this math assignment.

Production

Activity 1



Based on each picture below, write a dialogue using expressions of thanking and apologizing, or thanking and politeness. Then with a partner, act it out.

1.



What is going on in the picture?

2.



What is going on in the picture?

3.



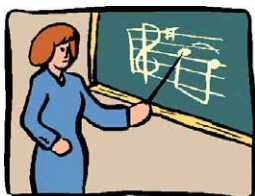
What is going on in the picture?

4.



What is going on in the picture?

5.



What is going on in the picture?

6.



What is going on in the picture?

Pic 4.6 (Cliparts Office, 2003)

Activity 2



Look at the pictures. Write down what you think.

1.



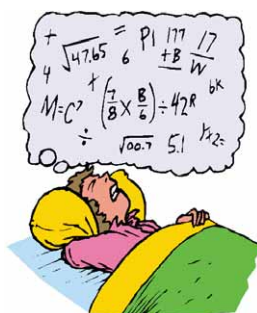
What is the girl doing?
What is she thinking about?

2.



What is the boy doing?
What is he thinking about?

3.



What is the boy doing?
What is he dreaming about?

Pic 4.7 (Cliparts Office, 2003)

Activity 3



Complete the dialogues with suitable expressions.

1. In the classroom

Dewi : Amy, do you bring my novel?
Amy : Oh, no. I left it at home.
Dewi : But don't forget to bring it tomorrow.
Amy :

2. In the canteen

Andi : How much is that all together, Ma'am?
Mrs. Ari : That'll be two thousand and five hundred.
Andi : Here's five thousand rupiahs.
Mrs. Ari : Here's your change, two thousand and five hundred.
Andi : Ah... you've given me the wrong It is only a thousand and five hundred.
Mrs. Ari : Oh,
Andi :

Activity 3



Work in pairs. Make dialogues based on the following situations. Then act them out. For example:

A : I apologize. I broke your crystal vase.
B : No problem.
A : That's very nice of you. But, let me pay for the damage.

Situations

1. Your friend apologizes to you because his/her little sister has torn out your book. What would your friend say? And how would you respond?
2. Your friend is looking for her purse. You want to help her. What would you say? How would your friend respond?

Section Two:

Short Functional Text (post cards)

Presentation

Activity 1



Listen and repeat after the teacher.

1. At a school yard

Oni : Randy, is it your bike?

Randy : No, it is not my bike.

2. In the classroom

Diah : Rony, may I borrow your pen?

Rony : Sorry. This is not my pen. This is his pen.

Activity 2



Fill in the blanks with one of these words.

My your our his her heir

1. I have a car. This is car.
2. You have two horses. They are horses.
3. He has a basket. That is basket.
4. She has two baskets. Those are baskets.
5. We have five apples. These areapples.
6. They have boat. It is boat.

Based on the information above, complete the chart below.

Subject	Object	Possessive objective
I	Me	... (book)
You	You	... (book)
She	Her	... (book)
He	Him	... (book)
It	It	... (tall)
They	Them	... (books)
We	Us	... (books)

The words **your** and **my** are called **possessive adjectives**.
It is followed by noun to express someone's possession.

It	is	my	book.
It	is	your	apple.
It	is	our	house.
It	is	their	car.
It	is	her	skirt.
It	is	his	shirt.
It	is	its	Tail.



Activity 3



Listen and repeat after your teacher.

Risma is having a holiday with her family in Bali. She enjoys the holiday very much. She wants to tell her close friend Sari about her holiday. Sari lives at Jl. Kartini 26, Surabaya and Risma stays in "Losari Kuta" Jl. Sahadewa 19, Kuta, Bali.

Kuta, March 20, 2008

Dear Sari,

I arrived in Bali 2 days ago. It is a wonderful place. The beaches are nice. The hotel is right on the beach. I toured the island yesterday and brought some souvenirs for friends in Surabaya. I'll be back on Sunday. Well, that's all for now.

Regards for your family.

Love,
Risma

Questions:

1. What is the purpose of the postcard above?
2. Who writes the postcard?
3. Who does Risma send the postcard to?
4. Where does Risma stay in Bali?
5. What is the postcard about?

A postcard is a card for sending messages by post with an envelope. Postcards often have a picture or photograph on one side.

Oxford Advanced Learner's Dictionary (Hornby, 2002)



Activity 4



Look at the pattern. The message in a postcard is written based on the following clue.

- Sent to : Deni Kusuma
- Sent by: Diah Lestari
- Date : 25 March 2008
- Message
 - Opening : Greet him.
 - Body : Say your gratitude for his 'congratulations' card he sent on your winning the math competition. Apologize because you didn't send an immediate reply.
 - Closing : Tell him you want to hear from him. You want to exchange experience about the science competition he just joined.

Practice

Activity 1



Rearrange the jumbled words into appropriate sentences. Work individually.

1. is – your – it – pencil – Sari?
2. sate – favourite – my – is – food
3. cute – there – is – his – in – house – a – dog
4. mother – her – an – teacher – English – is
5. forgot – bring – to – novel – I – your

Activity 2



Complete the sentences with suitable possessive adjectives.

1. My mother teaches English in ... school.
2. What is ... hometown like?
3. ... parents want him to study hard.
4. They always write letters to ... friends.
5. The cat is cute ... tail is short.

Activity 3



Write a message on a postcard based on the information given.

Sent to : Ira, Jl. W.R. Supratman 15, Surabaya

Sent by: Mrs. Suhanto, Jl. Cipaganti 20, Bandung

Date : January 25, 2008

Message

- Opening : Greet her.
- Body : Show your gratitude for allowing you to stay in her house when you had a holiday in Bandung.
- Closing : Tell her to send your regards to other members of the family.

Production

Activity 1



Work with your partner. Continue the message in the postcard using your own words.

Surabaya, 20 February 2008

Dear Rani,

Hi, Ran. How's life? Still busy with your classes? There will be Surabaya Big Sale next month. Why don't you come over and enjoy the prices.

.....
.....

Activity 2



In pairs, write a postcard and its reply based on the situation:

You want to thank your pen pal. He/she sent you the best-seller novel last week. What would you write and what will the reply be?

Activity 3



Work individually. Write a postcard to a classmate about your last vacation. Make sure you write your address and his/her address correctly.

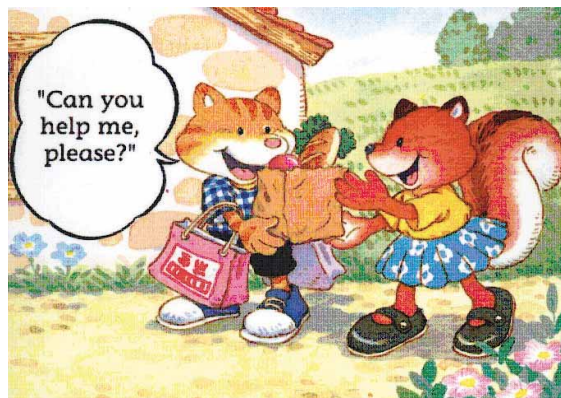
Homework

1. You always do different things everyday after school. Tell your friends what you do on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.
2. Write a message in a postcard to your friend in Mataram to thank him/her. When you had a vacation in Lombok, he/she accompanied you on an Island tour. What would you write and what would the reply be like?

Summary

1. In this unit you have learned:
 - how to apologize.
 - how to express politeness.
 - how to express gratitude.
2. You also have learned to write post cards.

Cultural Notes



Pic 4.8 (Dit. PSMP, 2006)

When you need help from others, say "Please".

Say 'Thanks' or 'Thank You' whenever you get something from someone.

Also say 'Thanks' or 'Thank you.' when you get some help from other people.

Apologize every time you make a mistake.

A. Complete these conversations using be+Verb+ing.

At a party

Andi: Which one is Sari? What she (wear)?

Ali : She (sit) on the bench. She (wear) a green blouse.

On the way home

Rani: Salim and Reza (come) to the party?

Risma: No, Salim (do) the homework and Reza(play) football.

B. Complete the following description with appropriate forms of verbs.

The man 1) (be) in his early 20's. He 2) (be) tall and 3) (have) dark hair. He 4) (wear) a red sweater and dark blue pants and he 5) (carry) a black jacket. He 6) (walk) very quickly.

C. Write a postcard based on the clue below.

Sent to : Mr. Sunaryo, Jl. Nanas 15, Solo.

Sent by : Siska, Jl. Bendul Merisi 22, Surabaya.

Date : December 12, 2007.

Message

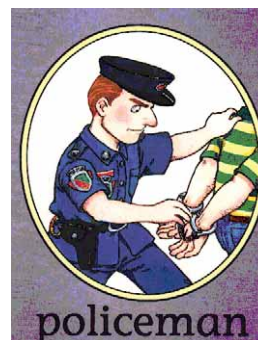
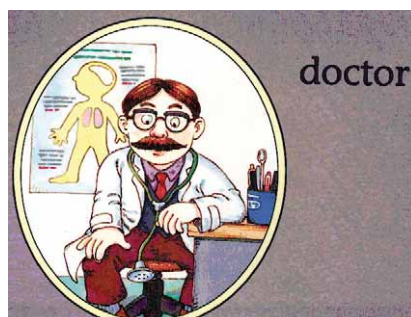
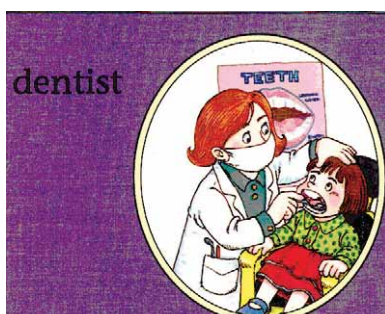
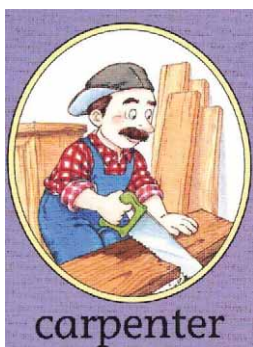
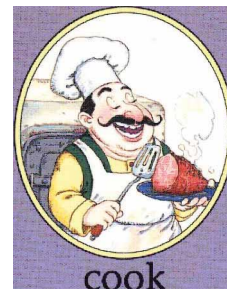
Opening : Greet him.

Body : You want to visit Solo on holiday. Tell him to pick you up at Solo
Balapan railway station. You go by "Sancaka" train.

Closing : Tell him to send your regards to aunt Sunaryo.

Your Words

What people do



Pic 4.9 (Dit. PSMP, 2006)

Use a dictionary to complete the sentences.

1. When you have a headache you go to see.....
2. A makes a shirt for you.
3. Your gives you homework everyday.
4. A delivers mail everyday.
5. Every restaurant has.....
6. One of the police duties is to...
7.helps a doctor to examine a patient.
8. You go to a ...to check your teeth.
9. A...makes wooden tables and chairs.

Fun Page

Who Am I?

Here is my tail



Here is my foot



Here are my feathers



Here is my eye



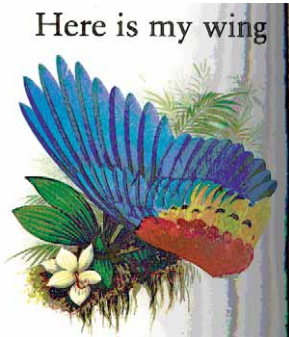
Here is my home



Here is my beak



Here is my wing



Here are my babies



Pic 4.10 (Dit. PSMP, 2006)

Guess what animal it is.

Reflection

- This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
- The most interesting part in this unit is.....
- Things that I want to study more are.....
- Read the statements. Then, give a tick (✓) to **yes, no, some**.

Statements	Yes		No
a. I can make responses to apologizing, expressing politeness and gratitude.			
b. I can make a talk containing apologizing, expressing politeness and gratitude.			
c. I can ask and answer factual information about what people are doing at the moment.			
d. I can reply a message in a postcard.			
e. I can write a message in a postcard.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
accompanied	v	[ə'kʌmpnɪd]	ditemani
apologize	v	[ə'pɒlədʒaɪz]	meminta maaf
cute	adj	[kju:t]	manis
gratitude	v	['grætɪtju:d]	terima kasih
politeness	n	[pə'laɪtnɪs]	kesantunan
proud	adj	[praʊd]	bangga

purse	n	[pə:s]	dompet wanita
souvenir	n	[su:və'ni:ə]	kenang-kenangan
congratulations	n	[kəngrætju:'leiʃnz]	selamat
regards	n	[rɪ'gɑ:dz]	salam

UNIT 5

Do You Like Sports?



- Do you like sports?
- Yes, I do.
- What sport do you play?
- I like swimming.
- I dislike playing football.

Pic 5.1 (Cliparts Office, 2003)

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about expressing likes or dislikes, and asking for and giving facts.
- produce transactional and interpersonal dialogues about expressing likes or dislikes, and asking for and giving facts.
- make ideational responses to short functional texts (name cards, greeting cards, congratulation cards, birthday invitations, and shopping lists).
- create short functional texts (name cards, greeting cards, congratulation cards, birthday invitations, and shopping lists).

Section One:

Expressing likes or dislikes; asking for and giving facts

Presentation

Expressing likes or dislikes

Activity 1



Listen and repeat after your teacher. Pay attention to the stress.

1. Like
2. Dislike
3. Love
4. Hate
5. Hobby
6. I like music.
7. I dislike smoking.
8. I hate smoking.

Activity 2



Study how to express likes and dislikes for different subjects below.

Like

SUBJECT	VERB	NOUN
I	like	music.
She	likes	cookies.
He	likes	camping.
We	like	swimming.
You	like	bicycle riding.
They	like	cooking.

Dislike

SUBJECT	VERB	NOUN
I	dislike	hard music.
She	dislikes	cookies.
He	dislikes	hiking.
We	dislike	smoking.
You	dislike	mountain climbing.
They	dislike	smoking.

Do/does not like

SUBJECT	VERB	NOUN
I	do not like	hard music.
She	does not like	cookies.
He	does not like	hiking.
We	do not like	smoking.
You	do not like	mountain climbing.

Activity 3



Study how to ask likes and dislikes for different subjects below.

DO/DOES	SUBJECT	VERB	NOUN
Do	they	like	smoking?
Do	you	like	mountain climbing?
Does	she	like	cookies?
Does	he	like	hiking?

Activity 4



Listen to your teacher and read the dialogues.

- Andi : Do you like apples, Budi?
 Budi : Yes, I do.
 Dona : Does Budi like apples, Andi?
 Andi : Yes, he does.
- Dedi : Do you like smoking, Cipto?
 Cipto : No, I don't. I dislike smoking.
 Dona : Does Cipto like smoking, Dedi?
 Dedi : No, he doesn't. He dislikes smoking.
- Dewi : Do your parents love music, Fenti?
 Fenti : Yes, they do.
 Dona : Do Fenti's parents love music, Dewi?
 Dewi : Yes, they do.
- Karyo : Do you like chilli, Sion?
 Sion : No, I don't. I hate chilli.
 Karyo : What about you?
 Sion : Yes, I do.

Notes:

To express like, we say:

I like..... or

I love.....

To express dislike, we say:

I don't like....

I dislike.....

Activity 5



Listen and repeat after your teacher.

1. Andi : Do you like smoking?
Budi : No, I hate it.
Andi : Why?
Budi : Because it's not good for our health.
2. Andi : Do you like camping?
Budi : Yes, I love it.
Andi : Why?
Budi : Because it's good for our life.

Activity 6



Read and complete the dialogues with the appropriate words.

1. Andi : Do you cheating?
Budi : No, I hate it.
Andi :
Budi : Because, we must be honest.
2. Andi : Do you like...?
Budi :
Andi : Why?
Budi : Because it'sfor us.

Asking for and giving facts

Activity 7



Listen and repeat after your teacher.

1. Andi : Where's your book, Budi?
Budi : In my bag.
2. Andi : Where are your shoes?
Budi : At home.
3. Andi : Where's your bicycle?
Budi : In the parking area.
4. Andi : Where is your pencil?
Budi : On the table.

Notes:

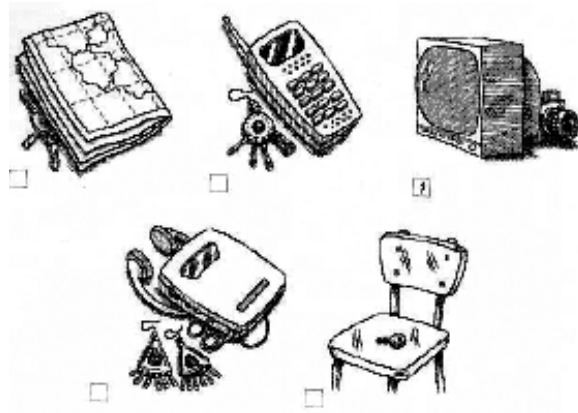
To ask for fact of the positions of things, you can use "Where is/are.....?". To give the facts of the position you use prepositions of place are at, in, on, for example: at home, in my bag, on the table.

Activity 8



Choose the correct answer for each question based on the picture.

- Is my camera on the television?
a. Yes, it is.
b. No, it's not.
- Are my earrings in the cupboard?
a. Yes, they are.
b. No, they're not.
- Is my key in the car?
a. Yes, it's under the chair.
b. No it's on the chair.
- Is my cell phone at home?
a. Yes, it is.
b. No, it's not.
- Where is my key?
a. It's on the chair.
b. It's in the chair.



Pic 5.2 (Richards et.al., 2003)

Activity 9



Listen and repeat after your teacher carefully.

- a half
- a quarter
- past
- o'clock
- a half past two (2:30)
- a quarter past two (2:15)
- a quarter to two (1:45)
- ten to five (4:50)
- five to ten (9:50)

Notes:

A quarter	: 15 minutes
(A) half	: 30 minutes
Past	: after
To	: before
O'clock	: sharp
am.	: in the morning
pm	: in the afternoon/evening

Activity 10



Listen and repeat after your teacher.

- A : Excuse me, Tom. What time is it now?
B : It's eight o'clock.
A : Thank you.
- A : Excuse me, Dina. What time is it now?
B : It's a quarter to 9.
A : Thank you.



Pic 5.3 (Adobe, 2003)

3. A : Excuse me, Hari. What time is it now?
B : It's a quarter past ten.
A : Thank you.
4. A : Excuse me, Budi. What time is it now?
B : It's a half past four.
A : Thank you.
5. A : Excuse me, Andi. What time is it now?
B : It's ten to five.
A : Thank you.
6. A : Excuse me, Hari. What time do you get up?
B : At 4 am.
A : Thank you.
7. A : Excuse me, Budi. What does your sister go to bed?
B : At 9 pm.
A : Thank you.
5. A : Excuse me, Andi. What time do your friends go home?
B : At 2 pm.
A : Thank you.

Notes:

To ask for facts about time, we use

" what time do you.....?"

" what time does he.....?"

Activity 11



Read the sentences on the left column and write the time on the right column.

1. It's twelve o'clock.	12:00
2. It's a quarter to 9.	.....
3. It's a quarter past ten.	.....
4. It's (a) half past four.	.....
5. It's ten to five.	.....

Activity 12



Listen and repeat after your teacher.

- Andi : What's your name?
Budi : Budi, and you?
Andi : Andi
Andi : What's your address?
Budi : Jl. Sumatera 27, Yogyakarta.
Andi : What's your hobby?
Budi : Reading novels.
Andi : What's your father's job?
Budi : A fruit seller.
Andi : What's your telephone number?
Budi : It's 0274-831584.

Notes:

To ask personal details such as name, address, job, hobby and telephone number, we use question word "What...?", then you can answer accordingly.

Andi : Sorry. Can you repeat that, please?
 Budi : Sure. It's oh - two-seven-four - eight - three-one - five-eight - four.

Activity 13



Ask five classmates for their names, addresses, hobbies and telephone numbers. Write their answers in the table below.

No	Names	Addresses	Hobbies	Telephone numbers
1.				
2.				
3.				
4.				
5.				

Practice

Asking and expressing likes and dislikes

Activity 1



Ask your partner's like or dislike using the pictures. Use the following model.

Andi : Do you like pizza?
 Budi : Yes, I do.

1. Pizza



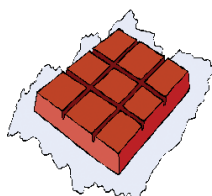
2. Jam



3. Ice cream



4. Chocolate



5. Margarine



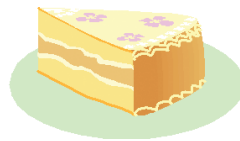
6. Sausages



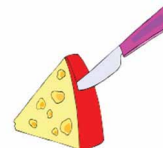
7. Bread



8. Cake



9. Cheese



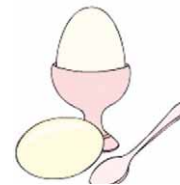
10. Hot tea



11. Milk



12. Boiled eggs



Pic 5.4 (Dit. PSMP, 2006)

Activity 2



Interview your classmates. Ask the food and drinks they like or dislike. Then, write them down. Pay attention to your spelling.

Names	My friends like		My friends dislike	
	food	drinks	food	drinks

Activity 3



Work in pairs. Practise asking using the correct form of the verb like. Give negative answer for (X), and positive answer for (V). Number 1 is done for you.

Example:

1. Children/chocolate/ (V)

A : *Do children like chocolate?*

B : *Yes, they do.*

2. I/black coffee/(X)

3. She/English / (V)

4. They/cheating/(X)

5. Tini/Tono/(V)

6. You/coming late/(X)
7. People/sport/(V)
8. We/waiting/(X)

Activity 4



Practise asking the reasons why your friends like or dislike something. Number 1 is done for you.

1. Your friend : I love cats.
You : Why do you love cats?
Your friend : Because they are cute.
2. Your friend : I hate coming late.
You :?
Your friend :
3. Your friend : I like apple very much.
You :?
Your friend :
4. Your friend : I dislike dirty classroom.
You :?
Your friend :
5. Your friend : I like poetry.
You :?
Your friend :

Activity 5



Read and complete the dialogues below with *do, does, doesn't, like, likes, love and dislike*. You can use the words more than once.

1. Andi : ... you like durian, Budi?
Budi : No, I don't. I ... it very.
2. Dewi : Does your father ... cooking?
Fenti : No, he.... But my mother.....it very much.
3. Karyo : Do all studentsplaying basket ball?
Sion : Yes, they....
4. Dedi :your brother love swimming?
Cipto : No, he doesn't. He ... playing football.

Asking and giving facts

Activity 6

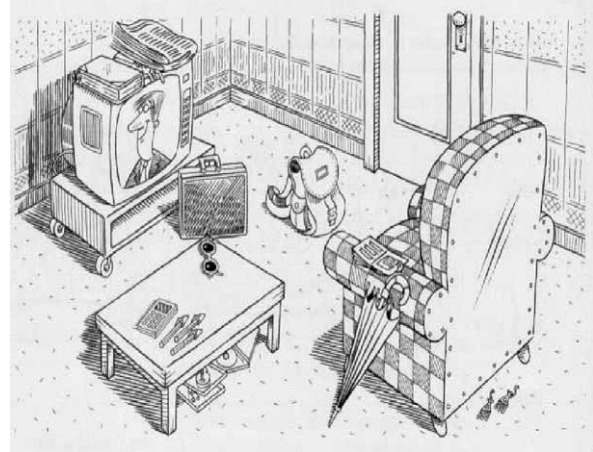


Ask your partner the positions of the things in the picture. Number 1 is done for you.

You : Where's the backpack?

Your friend : On the carpet.

1. The backpack
2. Glasses
3. Umbrella
4. Pencils
5. TV
6. Book
7. Newspaper



Pic 5.5 (Richards et.al., 2003)

Activity 7



Look at the list of the things in your classroom.

Student A asks questions where the objects are.

Student B answers them. Use at, in, on as in the model.

Model

Andi : Where is the pencil?

Budi : It's on the table.

1. Atlas
2. Video
3. Bag
4. Dictionary
5. Umbrella
6. Globe

Activity 8



Ask and answer about the time below in pairs. Use words *a half*, *a quarter*, and *o'clock*. Use the model.

Model

9:00

Andi : What time is it?

Budi : It's 9 o'clock.

1. 06:30

2. 12:45
3. 07:00
4. 09:15

Activity 9



Ask and answer about the time your friends do the following activities. Use the model.

Go to school/6.30 am.

Model

Question : *What time do you go to school?*

Answer : *At 6.30.*

1. Have breakfast/5.30 am.
2. Do home work/7 pm.
3. Go home from school/3 pm.
4. Help mother in the kitchen/4.30 pm.

Activity 10



Read the conversations below and fill in the blanks with the proper expressions.

1. Budi : Hi, I'm Budi. What's your name?
Benny :
2. Benny : ...your address, Budi?
Budi :
3. Budi : What's your hobby?
Benny :
4. Benny : What's your father's?
Budi : He's a policeman.
5. Budi : What's your mother?
Benny :an English teacher.

Activity 11



Match the following Questions and Answers. Then, ask question and answer with your partner orally.

Questions about....	Answers
1. Name	a. 549-237
2. Address	b. 7 A
3. Phone number	c. budi.student@yahoo.com
4. Home number	d. Andi Santoso

5. Student number	e. Jl. Perkutut 35, Surabaya
6. Email address	f. 0045721

Activity 12



Your teacher will read the dialogue below. Listen to your teacher and choose the best answer.

Teacher: What's your name?

Student: Dina Ramasari.

Teacher: What's your address?

Student: Jl. Langit seven, Magelang.

Teacher: What's your home number?

Student: Twenty three.

Teacher: What's your telephone number?

Student: Two three seven nine one eight.

Teacher: What's your student number?

Student: oh oh three five seven.

Teacher: What's your email address?

Student: karno-at-yahoo-dot-com.

- The student's name is
A. Ramasari Rina
B. Dina Ramasari
- Her address is
A. Jl. Langit 7, Magelang
B. Jl. Lawu 7, Magelang
- Her house number is....
A. 20
B. 23
- Her telephone number is....
A. 237918
B. 337918
- Her student number is.....
A. 00257
B. 00357
- Her email address is....
A. karno@yahoo.com
B. jarwo@yahoo.com

Production

Asking and expressing likes and dislikes

Activity 1



Make dialogues based on the following situations and act them out.

- Ask your friend's favourite book and why she/he likes that.
- Tell your friend that you dislike waiting too long and your friend asks you the reasons.

Activity 2



1. Individually tell your class the things and activities you do not like and tell your reasons.
2. Individually tell your class things and activities you like very much and tell your reasons.

Activity 3



Ask you classmates their like or dislike and complete the form.

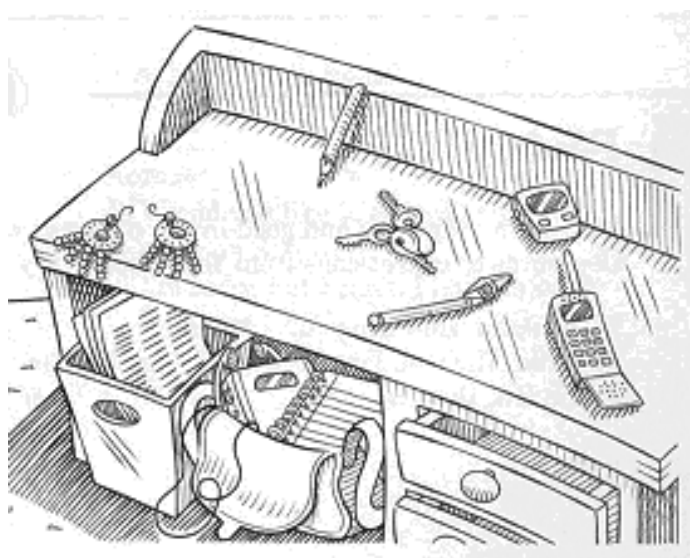
Love it or hate it? Name: _____	Write A, B,C, or D	A= I love it B= I like it	C=I don't like it D=I hate it
Dancing	_____	Going to party	_____
Shopping	_____	Going on a bus	_____
Waiting	_____	Cleaning my room	_____
Going to the dentist	_____	Getting up early	_____
Talking on the phone	_____	Staying up late	_____

Asking and giving facts

Activity 4



Work in pairs. Ask and answer the positions of certain things in the classroom. Use *in, at, on*. Then tell their positions to the class.



Pic 5.6 (Richards et.al., 2003)

Activity 5



Work in pairs. Ask your friends about the time when they do certain things. Then, tell the findings to the class.

Daily Activities			
Morning		Afternoon	
Time	Activities	Time	Activities

Adapted from Abbs. et.al. (2003)

Activity 6



Work in pairs. Ask your friends' name, address, telephone number and his/her father's job. Then fill in the personal information below.

Name:.....
Age:
Home address:
Sex:
Likes:
Dislikes:

Section Two:

Short functional texts (name cards, greeting cards, congratulation cards, birthday invitations and shopping lists)

Presentation

Name card

Activity 1



Read the text and answer the questions.

1. What's the man's name?
2. What's his address?
3. What's his telephone number?

Name: Andi Abdullah
Address: Jl. Kutai 2 Malang
Telephone number: 0341-333666

Activity 2



Read and complete the sentences about the personal information form.

1. The girl's name is.....
2. She is.....years old.
3. Her birthday is
4. Her address is
5. Her phone number is.....

Personal information form

Surname : Sudarwanto
First name : Laili
Age : 12 years old
Date of birth : 4 June 1996
Nationality : Indonesian.
Address : Jalan. Sumatera 33, Semarang.
Phone number: 542240.

Activity 3



Write the answers based on "Birthday Reminder".

Example: Which month is Dewi's birthday?
It's in March.

1. Which month is Tono's birthday?

2. Which month is Karno's birthday?

3. Which day of the week is Tono's birthday?

4. Which month is Anton's birthday?

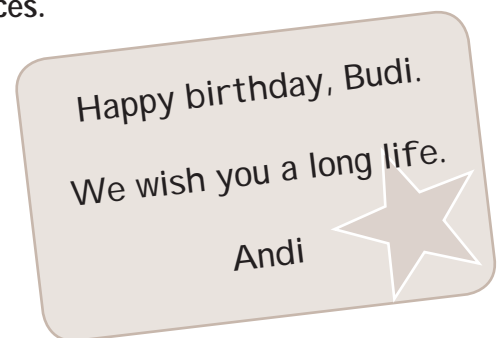
Birthday reminder		
January	February	March
Budi (6th)	Anton (1st)	Dewi (20th)
April	May	June
	Karno (5th)	Tono(30th)
October	November	December
	Jainul(21st)	

Activity 4



Read this birthday card and complete the sentences.

1. This is Budi's
2. Andi sends the birthday card to
3. Andi wishes Budi



Activity 5



Read the congratulation card below and complete the sentences.

1. Budi gets congratulations from
2. Budi is successful in....



Activity 6



Read aloud the dialogue below. What is this dialogue about?

Dani : I heard you got 10 for math.

Sam : Yes, that's right.

Dani : Congratulations.

Sam : Thank you.

Birthday Invitation

Activity 7



Read the invitation for a birthday party below and answer the questions.

19 June 2007

Hi, Dara!

The 29th of June will be my birthday. Will you come to my birthday party on the 29th of June, at 6 pm at my home?

Dea

Questions:

1. Who sends the invitation?
2. Who is invited to the birthday party?
3. When will be the birthday party?
4. Where will be the birthday party?
5. What does she write in the beginning?
6. How does she greet Dara?

Activity 8



Look at Joko's shopping list below. How many things does he buy?

Shopping List

- ☒ Butter
- ☒ Chicken
- ☒ Cookies
- ☒ Steaks
- ☒ potatoes

Activity 9



Read the following conversation and complete the shopping list.

Todd : OK, so what do we need?

Olivia : Let's look at the vegetables. We need some potatoes.

Todd : How about tomatoes? Do we need any tomatoes?

Olivia : Yes we do. They're on the list.

Todd : Let's go over there to the dairy section. We need some butter.

Olivia : Do we have any milk?

Todd : Yes, we have some at home.

Olivia : We also need steaks for dinner tonight.

Todd : Yeah, some chickens for Saturday night. But there is no chicken in our list. We still have in the fridge.



Pic 5.7 (Richards et.al., 2003)

Shopping List

- ☒
- ☒
- ☒
- ☒
- ☒ ...

Practice

Name cards

Activity 1



Read and complete the name card below.

Hello, my name is Dewi Susanti. I live in Jakarta. My address is Jl. Pancoran 2. My telephone number is 021-333666.

Name:

Address:

Telephone number:

Activity 2



Read the text below and complete the personal information form.

My name is Dedi Jaelani. I'm 13 years old. I'm from Indonesia. My date of birth is 25 May 1996. My address is Jalan Jawa 33, Medan. My telephone number is 212790.

Personal information form

Surname:

First Name:.....

Age:

Date of birth:

Nationality:

Address:

.....

Telephone number:

Greeting Card

Activity 3



Write a greeting card for Dina Ramasari. She celebrates her 13th birthday. Wish her a happy life.

Happy,

We wish you

.....

Congratulation card

Activity 4



Write a congratulation card based on the conversation below.

Dewi : I heard you passed the English test.

Budi : Yes, that's right.

Dewi : Congratulations.

Budi : Thank you.



Birthday invitation

Activity 5



You will have a birthday party on Tuesday, 3 August 2008. The party will be at 6:00 p.m. at your house, Jalan. Papua 19, Makasar. Write an invitation for a birthday party to your close friend, Joko.

(Date) _____

Hi, _____

Next _____ will be my birthday. _____

Could you _____ ?

Shopping list

Activity 6



Write your own shopping list. You want to buy your daily needs in a market.

Shopping List

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	...

Name card

Activity 1



Fill in your own name card below.

(your name)
Home address:
.....
Email address:
Telephone number:

Activity 2



Interview your friend and complete the following personal information form.

Personal information form

Surname:
First Name:
Age:
Date of birth:
Nationality:
Address:
.....
Telephone number:

Greeting card

Activity 3



Write a greeting card for each of the following students.

1. Aulia Febriani/new student in your class.
2. Jono/moves from your home town to Jakarta.
3. Siti/recovers from illness.



Congratulation cards

Activity 4



Write 2 congratulation cards for the following people.

1. Dedi wins the first prize in the speech contest.
2. Karno becomes the captain of the class.
3. Marta gets a new baby brother.



Birthday invitation

Activity 5



Write a short invitation for your own birthday. Include the date/day, time and place of the party. Use the following model.

(Date) _____

Hi, _____

Could you _____?

Shopping List

Activity 6



You and your friends want to go on a picnic on Sunday. Please write the things you want to buy for the picnic in the nearest market.

Homework

1. Ask your parents' likes and dislikes and why they like/dislike them.
2. Practice asking your friends' factual information.
3. Write your own personal information form.
4. Send your birthday card to someone you know.
5. Design your father's name cards and give it to other people at home.
6. Write more name cards, greeting cards, congratulation cards, birthday invitations and shopping lists on your own.
7. Visit the following websites for greeting cards:
 - o <http://www.123greetings.com/congratulations>.
You can send free online greeting cards, animated cards, ecards, postcards & egreetings with quotes for friends and family on special occasions.
 - o http://www.dgreetings.com/everyday_cards/congrats.
 - o <http://www.bluemountain.com>.
Blue Mountain offers free ecards and print greeting cards for birthdays and other holidays and occasions. You can choose from animated cards, musical ecards.

Summary

In this unit you have learned how to:

1. ask questions about somebody's likes and dislikes.
2. express your own likes and dislikes.
3. ask for and give factual information about time, positions of things and personal details.
4. write name cards.
5. write greeting cards.
6. write congratulation cards.
7. complete personal information forms.

Evaluation

I. Choose the best answer.

1. Do you like Michael Jordan?
a. Yes, I like. b. Yes, I do.
2. Does Dewi hate snakes?
a. Yes, she does. b. Yes, sure.
3. What's your hobby, Anton?
a. Read. b. Reading

4. Look at that. What's on the table?
 - a. Yes, it's a book.
 - b. A book.
5. Where are the glasses?
 - a. In the kitchen.
 - b. On the ceiling.
6. Where do you live?
 - a. At 3 p.m.
 - b. In Surabaya.

II. Write a shopping list for Aan based on the following dialogue.

Mimin: Are you going to shop?

Aan : Yes I need some new batteries for my radio.

Mimin : Well, we don't have any eggs and milk. Can you get some?

Aan : OK.

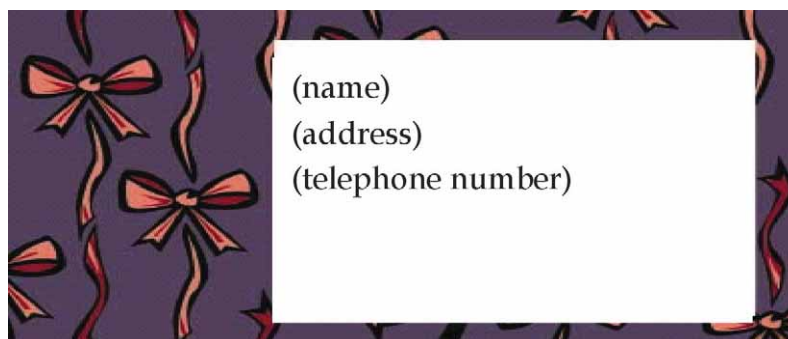
Mimin : And we need some coffee too.

Aan : Don't worry.

III. Write a congratulation card for Andi. He won the badminton game last week.

IV. Read the text and write a name card.

Hello, my name is Susilo Hadi. I'm in Grade 7 of SMP Harapan Jaya. My address is Jl. Kembang Hijau 35, Surabaya. My telephone number is 031-828888.



(name)
(address)
(telephone number)

V. Read the text and complete the personal information form below.

My name is Jason Marcus Mendoza. I'm 15 years old. I come from the Philippines. I am Filipino. I was born on the twenty ninth of October, nineteen ninety three. My address is 17 Randall Street, Manila. My telephone number is +63-31-77258.

Personal information form

Surname : _____
 First name : _____
 Age : _____
 Date of birth : _____
 Nationality : _____
 Address : _____
 Phone number: _____

1. People in English speaking countries often send congratulation cards on happy moments somebody has. The moments can be special achievement or something that children can do for the first time, including being good at school. What about people in Indonesia? Do teachers give you congratulation cards for being good at school?



Pic 5.8 (Adobe, 2003)

2. People from different cultures think of time in different ways. In English speaking countries people arrive on time for work, appointments, and parties. What about people in Indonesia? Do they always arrive on time for work, appointments, and parties?



Pic 5.8 (Adobe, 2003)

Reflection

- This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
- The most interesting part in this unit is.....
- Things that I want to study more are.....
- Read the statements. Then, give a tick (✓) to **yes, no, some**.

Statements	Yes	Some	No
a. I can express likes and dislikes.			
b. I can ask questions about somebody's like and dislike.			
c. I can ask and give facts about time, positions of things and personal information.			
d. I can write name cards.			
e. I can write greeting cards.			
f. I can write congratulation cards.			
g. I can complete personal information forms.			
h. I can write birthday invitations.			
i. I can write shopping lists.			

Vocabulary List

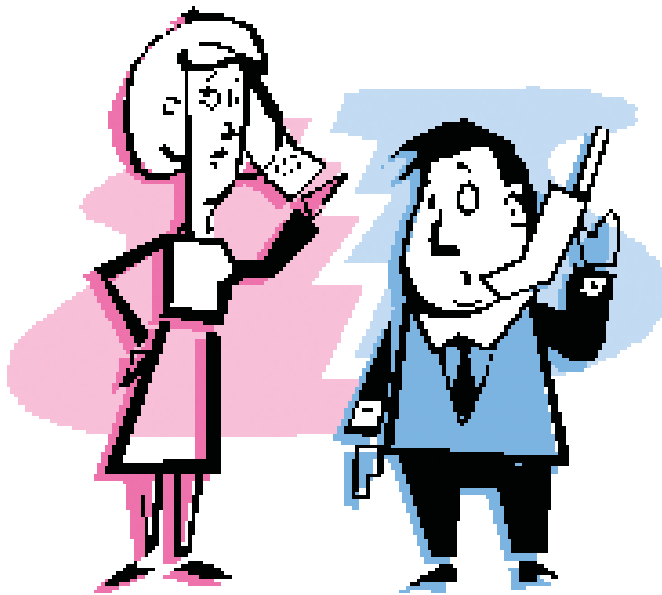
Words	Parts of Speech	Phonetic Transcription	Indonesian equivalents
accordingly	adv	[ə'kɔ:dɪŋli]	sesuai
achievement	n	[ə'tʃi:vmənt]	prestasi
atlas	n	['ætɫəs]	atlas, peta bumi
backpack	n	['bækpæk]	tas punggung

boiled	adj	['bɔɪld]	kukus
bossy	adj	['bɒsi]	suka memerintah
butter	n	['bʌtə]	mentega
camping	n	[kæmpɪŋ]	kemah
cell phone	n	['selfəʊn]	telepon seluler
celebrates	v	['selɪbreɪt]	merayakan
cheating	n	[tʃi:tɪŋ]	kecurangan
cheerful	adj	[tʃi:əfʊl]	ceria
climbing	n	[klaɪmɪŋ]	mendaki
cupboard	n	['kəbəd]	lemari
dairy	n	['deəri]	berbahan susu
dentist	n	['dentɪst]	dokter gigi
dislike	v, n	[dɪs'laɪk]	tidak suka, ketidaksukaan
ear ring	n	[ɪərɪŋ]	anting-anting
email	n	['i:meɪl]	surat elektronik
experience	n	[ɪk'spiəriəns]	pengalaman
fridge	n	[frɪdʒ]	kulkas
hate	v	[heɪt]	benci
honest	adj	['ɒnɪst]	jujur
map	n	[mæp]	peta
neat	adj	[ni:t]	rapi
nephew	n	['nefju:]	keponakan
occasions	n	[ə'keɪʒən]	kejadian tertentu
poetry	n	['pəʊɪtri]	puisi

reminder	n	[rɪ'maɪndə]	pengingat
sharp	adj	[ʃɑ:p]	tepat
shy	adj	[ʃaɪ]	malu
stay up	v	[steɪʌp]	terjaga
wish	v	[wɪʃ]	berharap

UNIT 6

She Is Tall and Thin.



- Is she tall and thin?
- Yes, she is.
- Is he tall?
- No, he isn't.
- He is short and fat.

Pic 6.1 (Cliparts Office, 2003)

In this unit, you will learn how to:

- respond to spoken monologue texts of descriptive.
- create spoken monologue texts of descriptive.
- identify the meanings, the linguistic features and the text structure of written texts of descriptive.
- create written texts using the linguistic features and the text structure of descriptive.

Section One:

Spoken Descriptive

Presentation

Activity 1



Listen and repeat. Pay attention to the stress.

1. Sick	7. Sad	13. Young
2. Happy	8. Tall	14. Kind
3. Hungry	9. Short	15. Patient
4. Thirsty	10. Old	16. Dark
5. Hot	11. Thin	17. Long
6. Cold	12. Fat	

Activity 2



Read the following words aloud. These words are descriptions of appearance and personality.

1. A little heavy	7. Good-looking	13. Pretty
2. A little unfriendly	8. Grumpy	14. Serious
3. Beautiful	9. Interesting	15. Shy
4. Cute	10. Kind	16. Slim
5. Friendly	11. Nice	17. Smart
6. Funny	12. Pleasant	

Activity 3



Group the words in Activity 2 into face, body, personality and age. Write the words in each column.

Face	Body	Personality	Age

Activity 4



Listen and repeat after your teacher.

1. The man is sick.
2. The woman is happy.
3. The boy is hungry.
4. The man is thirsty.
5. The room is hot.
6. The boy is cold.
7. The man is full.
8. The man is sad.

These sentences describe people and object.

Activity 5



Your teacher will read the text aloud. Listen carefully and write down the description of Anto.

Anto is my brother. He is a good-looking boy. He is tall and slim. His hair is short and curly. Everybody thinks he is like Ari Sihasale. He is a diligent boy. He helps me a lot.

Face	.....
Height	.....
Hair	.....
Personality	.....

Activity 6



Describe one of your classmates orally. Use the descriptive words below. Start like this: *Andi is my classmate. He is.....*

1. Tall
2. Short
3. Old
4. Thin
5. Fat
6. Young
7. Kind

Activity 7



Answer the questions about the pictures.

Example:

Sick



A : Is the man healthy?

B : No, he isn't. He's sick.

1. Happy



A : Is the woman sad?

B :

1. Hungry



A : Is the man full?

B :

2. Thirsty



A : Is the man thirsty?

B :

4. Cold



A : Is the woman warm?

B :

5. Full



A : Is the man hungry?

B :?

6. Sad



A : Is the man sad?

B :

7. Hot



A : Is the man cold?

B :

Pic 6.2 (Dit. PSMP, 2006)

Activity 8

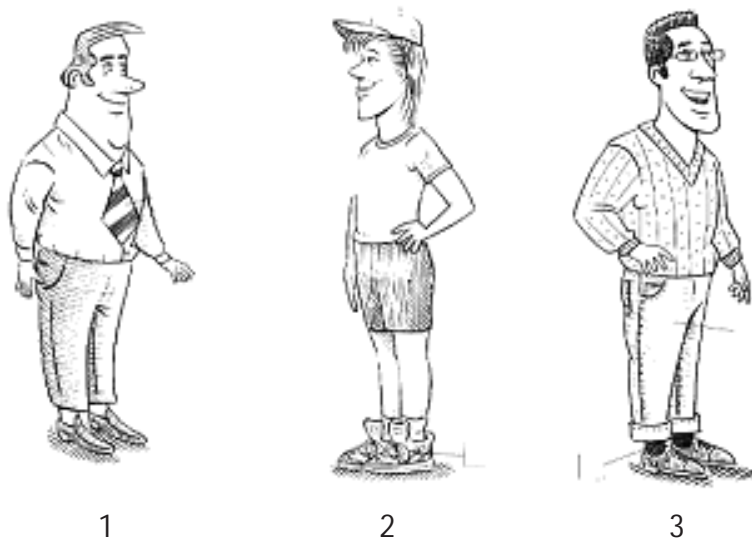


Your teacher will read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description? Listen to the teacher.

One : Mr. Joko is handsome. His hair is curly. He wears glasses.

Two : Mr. Cecep is my father. He is not thin and tall. He wears a tie.

Three : Dodi is my neighbour. He is young. He has long hair. He wears a hat.



Pic 6.3 (Richards et.al., 2003)

Activity 9



Listen to the description of Mr. Cecep, Dodi, and Mr. Joko once again. Write T if the following statements are true or F if they are false.

	Statements	True	False
1.	Mr. Cecep is young.		
2.	Mr. Joko's hair is long.		
3.	Dodi is old.		
4.	Mr. Joko wears a hat.		
5.	Mr. Cecep is thin.		

Activity 1



Ask your friend these questions.

Example:

Andi : *Are you hungry?*

Budi : Yes, I am.

or

No, I'm not. I'm full.

1. Are you thirsty?
2. Is the tea hot?
3. Are you tired?
4. Is the room cold?
5. Are you happy?
6. Are you sad?

Activity 2



Describe your friends orally. Include their age, weight, height, hair, and personality.

Activity 3



Answer the guiding questions below. Describe the woman and the baby in this picture. You should start like this: *This is She....*

1. Is the woman young?
2. Is she old?
3. Is she tall?



Pic 6.4 (Adobe, 2003)

Activity 4



Interview your classmates and give a tick to *yes*, *no*, or *sometimes* in the chart below. After the interview, find out how many classmates have the following characteristics.

Are you	Yes (v)	No (v)	Sometimes (v)
shy?			
lively?			
bossy?			
cheerful?			
lazy?			
neat?			
helpful?			

Production

Activity 1



Look at your friend sitting next to you. In turn, describe his/her appearance or hobbies. Do as the example.

Example:

She is my friend Bunga.

She is a good student.

She is diligent.

She is not lazy.

She is tall.

She is not short.

She is thin.

She is not fat.



Pic 6.5 (Molinsky and Bliss, 2001)

Activity 2



Think of one of your classmates. Now, come forward, and your friends will ask you yes/no questions. You can only answer with 'yes' or 'no'. Then, your friends will guess who the person is.

Example:

Is the student male?

Is she/he a good student?

Is she/he a diligent student?

Is she/he tall?

Is she/he fat? etc.

Section Two:

Written Descriptive

Presentation

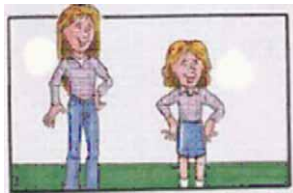
Activity 2



Look at the pictures.

Read the sentences below the pictures.

With a partner, discuss the meanings of the words in *italic*.



1. The girl on the left is *tall*.
The girl on the right is *short*.



2. The dog on the left is *big*.
The dog on the right is *small*.



3. The bridge on the left is *high*.
The bridge on the right is *low*.



4. The man on the left is *fat*.
The man on the right is *thin*.



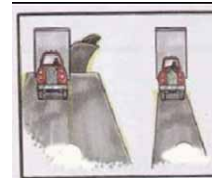
5. The train on the left is *fast*.
The train on the right is *slow*.



6. The plates on the left are *clean*.
The plates on the right are *dirty*.



7. The glass on the left is *full*.
The glass on the right is *empty*.



8. The road on the left is *wide*.
The road on the right is *narrow*.

Pic 6.6 (Dit. PSMP, 2006)

Activity 2



Rewrite the adjectives above with their opposites in the chart below. Number 1 is given as an example.

1.	tall	short
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Activity 3



Now, combine the opposing sentences in activity one using “but” as in the example.

1.	The girl on the left is tall,	but	the girl on the right is short.
2.	The ....	....	....
3.	The ....	....	....
4.	The ....	....	....
5.	The ...,	....	....

Activity 3



Read the following text and complete the chart.

My brother and I look very different.
I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long, straight hair. I am tall and thin. He is short and heavy.
As you can see, I do not look like my brother . We look different.

I	My brother	
Eyes	....	....
Hair	....	....
Height	....	....

Activity 5



Complete the expressions using the words in the list. Then use the expressions to talk about the writer and his brother in Activity 4.

brown, hair, curly, different, body

1. hair
2.eyes
3.look
4. heavy.....

Activity 6



Read the description of a person below and write down the adjectives.

My Grandma

My grandma is a tidy woman.

She is now 80 years old. Her hair is long and tidy. She combs it everyday. Her clothes are always clean and neat. She lives alone. So she makes up her own bed. She cleans up the house. She also cooks her own meal every day.

Adjectives:

.....

Activity 7



Read again the above text, and state if the statements below are true or false. Give a tick (v) in the columns.

	Statements	True	False
1.	She is an old woman.		
2.	Her clothes are not clean.		
3.	Her hair is shiny.		
4.	She does everything by herself.		
5.	No body helps her at home.		

Activity 8



From the previous Activities, study the way to describe somebody in a sentence.

Positive Statement

Subject	be	adjective
Dea	is	good.
Ella	is	clever.
He	is	naughty.
She	is	kind.

Negative Statement

Subject	be	not	adjective
She	is	not	good.
Dila	is	not	clever.

Positive Statement

Subject	be	adjective
They	are	good.
Roy and Julia	are	clever.

Negative Statement

Subject	be	not	adjective
They	are	not	good.
Roy and Julia	are	not	clever.

Activity 9



Read and underline the adjectives in the text below.

My Bombi

Bombi is my black cat.

This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever. It is sometimes very naughty.

My Bombi is small but fat. It has soft fur. The fur is black. Bombi has a long tail. Its eyes are round. It looks cute. It is always near me.

Rewrite the adjectives here:

.....

.....

.....

Activity 10



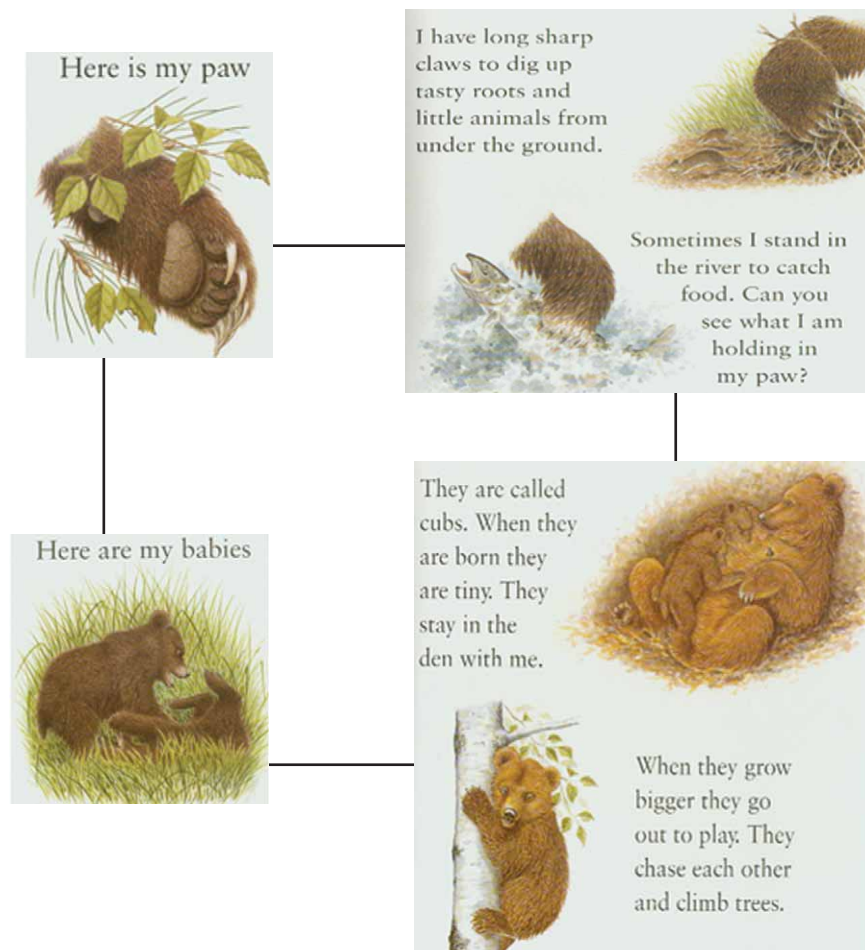
Reread the text and complete the following sentences.

1. Bombi's fur is
2. Its color is.....
3. It has a
4. Its eyes are
5. It is
6. It is
7. It is

Activity 11



Read the following text and complete the table. What does this text describe?



Pic 6.7 (Dit. PSMP, 2006)

No		Descriptions
1.	Paw	_____
2.	Foot	_____
3.	Babies	_____
4.	Food	_____
5.	Shelter	_____

Activity 12



Rewrite the descriptions in Activity 11 above in complete sentences. Number 1 is given as an example.

1. *The bear's paw is big.*
2. Its foot.....
3. Its babies are.....
4. It's food are.....
5. Its shelter is called.....

Activity 13



Read the following text and complete the sentences below the text.

My Diva

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black. She always wears fashionable clothes. Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking

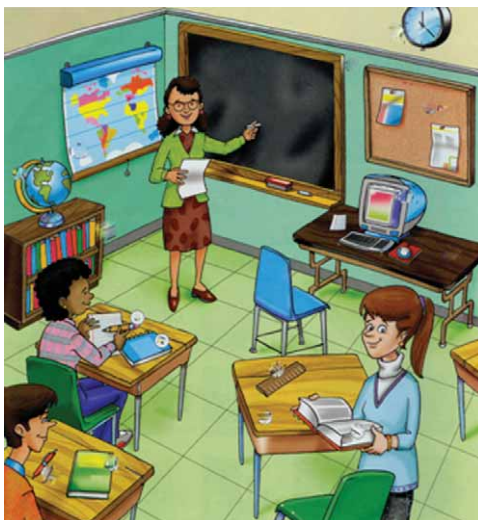
Sentences to complete.

1. The text is about.....
2. She is a famous.....
3. Her bobbies are.....
4. Paragraphintroduces her.
5. Paragraph describes her appearance.
6. Paragraph describes her personality.

Activity 1



Work in pairs. Describe your classroom condition with your friend. Choose the words that really describe your classroom.



Pic 6.8 (Abbs et.al., 2002)

1. The floor is _____. (wide/narrow)
2. The blackboard is _____. (clean/dirty)
3. Your friend is _____. (fat/thin)
4. Your bag is _____. (full/empty)
5. The ceiling is _____. (high/low)
6. The clock on the wall is _____. (big/small)
7. The windows are _____. (open/closed)
8. The light on the ceiling is _____. (on/off)

Activity 2



Combine the completed sentences in Activity 1 into a paragraph. Start with the following sentence.

We study in a nice classroom. The floor _____. The blackboard _____.

The ceiling _____. The clock on the wall _____. The windows _____.

The light on the ceiling _____.

Activity 3



Write the answers to the following questions.

- What's your full name? _____
 What do your friends call you? _____
 Are you male or female? _____
 How old are you? _____
 Where are you from? _____
 What colour are your eyes? _____
 What colour is your hair? _____
 How tall are you? _____
 What are your hobbies? _____
 What is your favourite sport? _____
 What are your favourite clothes? _____
 Are you a friendly person? _____
 Do you have many friends? _____

Put your
pohotograph
here

Activity 4



Combine the completed sentences in Activity 3 into a paragraph. You can complete the following sentence.

I am writing about myself. My name is _____. My friends usually call me _____. I _____.
 I am _____. I am _____. My eyes _____. My hair _____. I am _____. My hobbies _____.
 My favourite sport _____. My favourite clothes _____. I am _____ person. So, I have _____.

Activity 5



Work in pairs. Discuss which of these do you think your friends are? For example: *Ali is good looking.*

1. good-looking	2. fun	3. happy
4. interesting	5. boring	6. bossy
7. intelligent	8. friendly	9. shy
10. quiet	11. nice	12. honest

Activity 6



Work in pairs. Write your friends' appearances and personality using the words in Activity 5. Number one is the example.

- 1. Ali is good looking and friendly.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 7



Read the following chart of the descriptions of Anto and Andi. Complete the text about them.

	Anto	Andi
Age	12 years old	12 years old
Eyes	Black	Blue
Hair	Brown, short	Blonde, long, straight
Height	140 cms	160 cms
Weight	40 kgs	45 kgs



Pic 6.9 (Molinsky and Bliss, 2001)

Anto and Andi look
They have the same.....
Anto has.....eyes and Andi has blue..... They both have
hair, but Anto hashair and Andi has hair. Andi is
.andbut Anto is and heavy.
As you can see Anto does not look like Andi . They look different.

Activity 8



With a friend, read the riddle about animal below carefully. Guess what animals are they?

Description	Who am I?
I am green. I live in a pond. I eat mosquitoes. I jump high. I have four legs.	





I am an animal. I am black and white. I am fat. I live in North Pole.	
I am an animal. I am the king of the jungle.	
I am an animal. I am black and white. I look like a stripy horse.	

Activity 9



Check what each animal has. Work with your friend. Write simple sentences to describe each animal.

Example: 1. *A tiger has a long tail.*

	Little Legs	Short Neck	Big Ears	Long Nose	Long Tail
					
					
					
					

Pic. 6.10 (Microsoft Corporation, 1999)

-
-
-
-

Activity 10



Read the text below and answer the questions.

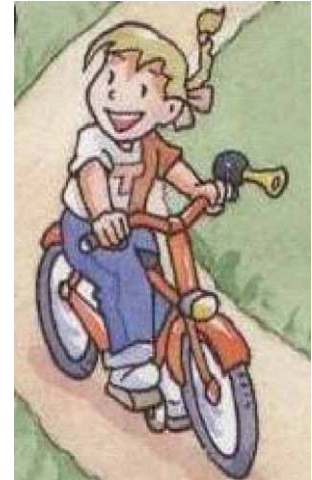
Dina is my classmate. She is thirteen years old. She is tall. Her hair is long. She is not fat.

She is very helpful to her friends. Her friends often ask for her helps to solve math problems. All her friends and teachers like her.

She likes reading stories, cycling and playing badminton.

Questions.

1. Who is Dina? _____
2. Do her friends like her? _____
3. How old is she? _____
4. How does she look? _____
5. What colour is her hair? _____
6. Is her hair long? _____
7. Is she fat? _____



Pic 6.11. (Cliparts Office, 2003)

Activity 11



Underline all the adjectives in the text. Then write them down below.

Activity 12



Use the adjectives above to describe your friend. Start like this:

Amir is my friend. He is _____

Activity 13



Read the text carefully and answer the questions.

My hero

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well built and handsome. He is always well dressed.

His personality is as good as his playing ability. He is confident. He is also generous. He gives a lot of money to charity.

His hobby is playing golf, baseball, and cooking. He often cooks for his family.

(Adapted from Evans and Dooley, 1999)

Questions.

1. What is the text about?
2. Is he famous?
3. Is he a good person?
4. What are his hobbies?
5. Which paragraph introduces him?
6. Which paragraph describes his appearance?
7. Which paragraph describes his personality?
8. Which paragraph describes his hobby?

In a description text you use a lot of **be/be+Verb+ing**. Underline all the **be/be+Verb+ing** in the text. Then, write them down.

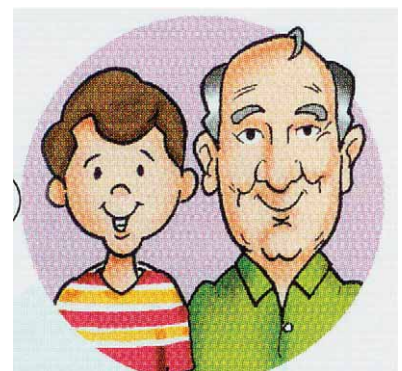
Production

Activity 1



Write five sentences about the people below. Include their look, age, hair, hobbies and personality.

1. My father
2. My favourite teacher
3. My brother.
4. My sister.

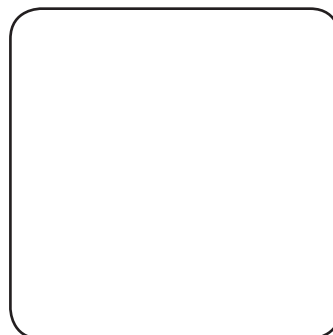


Pic 6.12 (Molinsky and Bliss, 2001)

Activity 2



Find one picture of a famous actor or actress, cut and put it here.



Write as many sentences as you can about why he/she is famous, his/her look, age, hair, hobbies and personality. Start like this:

This is

.....

.....

.....

.....

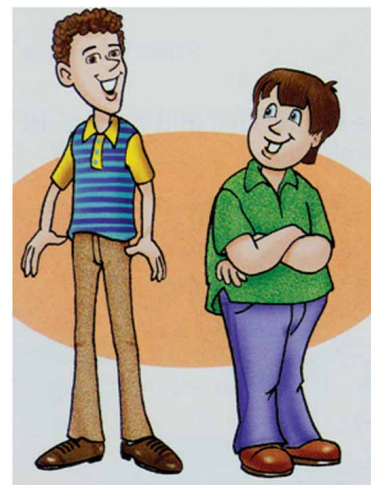
.....

Activity 3



In your own words. Write about your close friends. Use the guiding questions below.

What are their names?
 Why do you like them?
 Where do they live?
 What do they like?
 Are they tall and thin?
 Are they pretty? Handsome? Cute?
 Do they have curly hair? Straight hair? Long hair?
 Do they have dimples?
 What is their personality like?
 What are their hobbies?



Pic 6.13 (Molinsky and Bliss, 2001)

Activity 4



Write a description of a famous star in about 100 words. Do not forget to introduce him, describe his appearance, personality and hobbies. Plan your essay like this.

Title

Paragraph 1: name, why famous

Paragraph 2: appearance, body, tall, hair, clothes

Paragraph 3: personality, kindness, examples

Paragraph 4: hobbies, examples

Paragraph 5: conclusion.....

Summary

In this unit you have learned how to:

1. identify words to describe people and animals.
2. use adjective words to describe people and animals.
3. ask and answer questions about somebody's appearance and personality.
4. describe somebody I know orally.
5. understand the written description of people and animals in a text.
6. write about a person's appearance and personality.

Homework

1. Practise describing your parents to your friends orally.
2. With your friends, check your writing about close friends and famous star on the wall magazine in your school.
3. Put your writing about close friends and famous star on the wall magazine in your school.
4. Find other descriptive texts about people and animals. Study how the writer describes them.
5. Visit the websites <http://www.puzzlepirates.com>. This game allows you to create the kind of pirates you want by choosing their descriptions of face, hair, clothes, hat, and weapon.

Evaluation

A. Read the following text and choose the best answer.

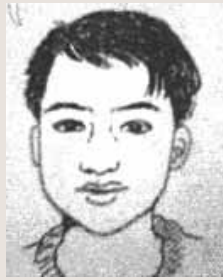
I am Siti and my sister is Dewi. My sister and I look very different.

I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy.

As you can see, I do not look like my sister. We look different.

1. Siti and Dewi look_____
a. the same. b. different.
2. Dewi's eyes are_____
a. black. b. green.
3. Siti's hair is_____
a. short. b. black.
4. Dewi's hair is_____
a. curly. b. long.
5. _____is short.
a. Dewi b. Siti

B. Write a paragraph to describe Amin. Use the clues below.



Pic 6.14 (Jurianz et.al., 2001)

Amin, handsome, tall, dark hair, heavy.

This is

C. Read the text and answer the questions.

Our cat name is Martha. She is quite young, but she is not a kitten. She is very pretty. She has black and white fur and green eyes. She is smart too and very clean.

1. Is the cat ugly? _____
2. Is she dirty? _____
3. What animal is Matha? _____
4. What are her eyes like? _____

D. Edit the following text. Cross the inappropriate adjectives. Rewrite them with the appropriate words.

My brother is a pretty boy. He has yellow eyes and white hair. His hair is also fat and curly. His skin is brown and heavy.

My brother is

Cultural Notes

In the U.S. culture, people keep pets, such as dogs on leashed. Dogs should not be left wander. There is a strict rule on keeping dogs. What about in Indonesia. Is there a strict rule on keeping dogs? What animals are kept as pets in Indonesia?



Pic 6.15 (Adobe, 2003)

Reflection

- This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
- The most interesting part in this unit is.....
- Things that I want to study more are.....
- Read the statements. Then, give a tick (✓) to **yes**, **no**, **some**.

Statements	Yes	Some	No
a. I can use adjective words to describe people and animals.			
b. I can ask and answer questions to describe somebody.			
c. I can describe somebody I know orally.			
d. I can understand the written description in a text.			
e. I can write a description of a person.			
f. I can use adjective words to describe people and animals.			

Vocabulary List

Words	Part of Speech	Phonetic Transcription	Indonesian Equivalents
appearance	n	[ə'pi:ərəns]	tampang, penampilan
bridge	n	[brɪdʒ]	jembatan
characteristic	n	[kærəktə'rɪstɪk]	ciri-ciri
claw	n	[klɔ:]	cakar
comb	v	[kəʊm]	menyisir
cub	n	[kʌb]	anak beruang
curly	adj	['kɜ:lɪ]	keriting
cute	adj	[kjʊ:t]	lucu
den	n	[den]	goa
dig up	v	[dɪg]	menggali

forward	prep	[ˈfɔːwəd]	ke depan
fur	n	[fɜː]	bulu
generous	adj	[ˈdʒenərəs]	dermawan
grumpy	adj	[ˈgrʌmpɪ]	buruk hati
heavy	adj	[ˈhevi]	gemuk
height	n	[haɪt]	tinggi
jungle	n	[ˈdʒʌŋɡl]	hutan
kind	adj	[kaɪnd]	baik hati
leg	n	[leg]	kaki
lively	adj	[ˈlaɪvli]	sangat aktif
look	n	[lʊk]	wajah, penampilan
makes up	v	[meɪksʌp]	merapikan
naughty	adj	[ˈnɔːti]	nakal
neat	adj	[niːt]	rapi
neighbour	n	[ˈneɪbə]	tetangga
opposites	n	[ˈɒpəzɪt]	kebalikan
outstanding	adj	[aʊtˈstændɪŋ]	menonjol
own	n	[əʊn]	sendiri
patient	adj	[ˈpeɪʃənt]	sabar
paw	n	[pɔː]	telapak kaki
personality	n	[pəːsəˈnælɪti]	kepribadian
pleasant	adj	[ˈplezənt]	menyenangkan
pole	n	[pəʊl]	kutub
pond	n	[pɒnd]	kolam
roots	n	[ruːt]	akar-akaran
shiny	adj	[ˈʃaɪni]	bersinar
striped	adj	[ˈstraɪpi]	belang
tidy	adj	[ˈtaɪdi]	rapi
tie	n	[ˈtaɪ]	dasi
unfriendly	adj	[ʌnˈfrendli]	tidak ramah
weight	n	[weɪt]	berat

UNIT 7

Could You Help Me Please?



- Could you take my picture, please?
- Sure.
- Thank you.
- Sorry, I'm in a hurry.
- It's OK.

Pic 7.1 (Cliparts Office, 2003)

In this unit, you will learn how to:

- respond to transactional and interpersonal dialogues about asking for and giving services, things, clarification, asking and expressing opinion, and giving personal responses.
- produce transactional and interpersonal dialogues about asking for and giving services, things, clarification, asking and expressing opinion and giving personal responses.
- make ideational responses to short functional texts (greeting cards and lost notices).
- create short functional texts (greeting cards and lost notices).

Section One:

Asking for and giving things, services, clarification; asking and expressing opinion; and giving personal responses

Presentation

Asking for and giving things

Activity 1



Listen and repeat after your teacher. Pay attention to the stress.

- | | |
|-----------|-------------------|
| 1. Borrow | 7. Can you |
| 2. May | 8. May I |
| 3. Lend | 9. I'm sorry. |
| 4. Give | 10. I'm using it. |
| 5. Can | 11. Here you are. |
| 6. Can I | 12. Thanks |

Activity 2



Listen and repeat after your teacher. Pay attention to the falling intonation.

- A : Can I borrow your pencil, please?
B : Sure, here you are.
A : Thanks
- A : May I borrow your pen, please?
B : Here you are.
A : Many thanks
- A : Can you lend me a bag, please?
B : I'm sorry. I'm using it.
A : Thanks anyway.
- A : Can I borrow your dictionary?
B : Sorry, I'm using it right now.
A : It's OK. Thanks anyway.

Notes:

To ask for things, we can use:

Can I..., please?

May I..., please?

Can you..., please?

To give the things, we can use:

Here you are.

Sure.

Of course.

To refuse to give the things, we can use:

I'm sorry. I'm using it.

Not now. I'm using it/them myself. Sorry.

Sorry, I'm using it/them right now.

To show our gratitude, we say:

Thanks.

Activity 3



Take turns with your partner asking and giving something.

1. a colouring pencil
2. a pen
3. an atlas book
4. an eraser

Use the following model:

Andi : Can I borrow your _____?

Budi : Yes, sure.

Activity 4



Take turns with your friend asking and refusing to give:

1. a crayon
2. a telephone
3. an eraser
4. a bicycle
5. a help

Use the following model:

Andi : Can I _____?

Budi : Sorry, I'm using it myself.

Andi : It's OK

Asking for and giving services

Activity 5



Listen and repeat after your teacher.

Dialogue 1

Santi is in the classroom during the class.

Santi : Excuse me, Sir. Could you help me, please? I cannot do this homework?

Teacher : OK. Now, listen carefully. Just complete the sentences with the appropriate verbs.

Santi : Thank you, Sir.

Dialogue 2

Dona is in the library.

Dona : Excuse me, could you help me to find a grammar book by Betty Azar?
Librarian : Sure. Let's check the catalogue.
Dona : Thank you.

Dialogue 3

Susan is at the stationery to buy some school supplies. Here is her dialogue with the shop assistant.

Shop assistant : Can I help you?
Susan : Yes, please. I need some pencils.
Shop assistant : What make do you want?
Susan : Any make but it should be of good quality.
Shop assistant : OK, you should buy "Best Pencil".
Susan : Could you tell me the price?

To ask for services, use:

Can you help me?

Could you tell me....?

To give services, use:

OK.

Sure.

Of course.

To offer services, use:

Can I help me?

To respond to offering services, use:

Yes, please.

No, thank you.

(Adapted from Forstorm et.al., 2008)

Activity 6



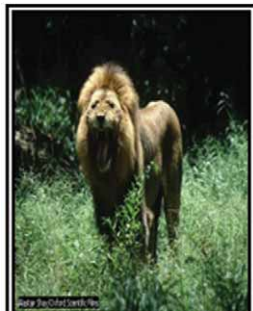
You are showing some friends the pictures of some animals at the zoo.

Here are the names of the animals and the pictures. Ask them to find which is which.

You may ask: What's this in English?

Answer : It's a..... *or*
It's an

Monkey	Panda	Leopard	Lion
Zebra	Kangaroo	Ostrich	Hippopotamus
Elephant	Tiger	Giraffe	Bear



Pic 7.2 (Microsoft Corporation, 1999)

Activity 7



Read and practise the following dialogues.

1. Andi : Do you think bears can swim?
Budi : I think so.
2. Jainul : Do you think panda eat meat?
Cecep : I don't think so.
3. Dewi : I think ostriches are not birds.
Dina : I don't think so. Why do you think so?
Dewi : Because they don't fly.
4. Wendi : What do you think about lions?
Santi : I think they are fierce.

Notes:

To ask for an opinion, we say:

What do you think about...?

Do you think....?

To give an opinion, we say:

I think ...

I don't think ...

I think so.

I don't think so.

Activity 8



Work with a partner. Practise the dialogues below. Pay attention to pronunciation and intonation.

Dialogue 1

A : Excuse me. What do you think about this shirt?

B : I think it's nice. It fits you.

A : I think so. OK. Thanks.

Dialogue 2

A : Excuse me. What do you think about Borobudur temple?

B : I think it's an ordinary temple.

A : I don't think so. It's a great temple. Look at this picture.

A : You're right. I guess I made a mistake.

Dialogue 3

A : Excuse me. I think that's my jacket.

B : Hmm, I don't think so. I think this is my jacket.

A : You're right. I guess I made a mistake.

Dialogue 4

A : Excuse me. I think those are my books.

B : Hmm, I don't think so. I think these are my books.

A : You're right. I guess I made a mistake.

(Adapted from Forstorm et.al., 2008)

Asking for and giving clarification

Activity 9



Listen and repeat after your teacher.

Dialogue 1

Andi : Excuse me, I don't think we have met. I'm Andi. What's your name, please?

Sandrina : Sandrina.

Andi : Sorry? Could you repeat it, please?

Sandrina : SANDRINA

Dialogue 2

Tina : Hi, Mike. Were you at Andy's party?

Michael : Sorry, what did you say?

Tina : I said, "Were you at Andy's party?"

Michael : O yeah, I was. It was fun. Andy is 13 now.

Tina : Really? Are you kidding? I thought he was just about 12 like us.

Michael : Why?
 Tina : You know, we are in the same grade.
 Michael : Sorry, I must go now. Bye.
 Tina : Bye. See you.

To ask for clarification, start with
 "excuse me..." or "sorry?"
 To give clarification, just repeat what you
 have said.

Activity 10



Study how some sentences in Activity 9 are formed below.

Past form of "be"

Statements

It	was	fun.
I	was	at Andy's party last night.
He	was	just 12 last year.

Questions

Were	you	at Andy's party?
Was	it	fun?

Past form of "do"

Statements

I	said	that yesterday.
I	thought	about him last week.
She	wanted	a grammar book yesterday.

Questions

Did	you	say that yesterday?
	you	think about him last week?
	she	want a grammar book yesterday?

Notes:

To write about past action, we use past form of verbs (such as was, were, thought, etc.).

To ask questions about past, we can start with "was/were" and "did."

Activity 11



Study the differences between the regular and irregular past verbs below.

Regular verb pattern Verb+ed/d		Irregular verb pattern	
Present form	Past form	Present form	Past form
need	needed	be	was/were
play	played	grow	grew
stop	stopped	buy	bought
borrow	borrowed	make	made
arrange	arranged	go	went
group	grouped	become	became
name	named	have	had
place	placed	begin	began
		take	took
		fly	flew

Activity 12



Using the information in Activity 11, change the verbs in brackets into past forms.

1. He (be) in Jakarta yesterday.
2. They (play) football last Sunday.
3. Scientists (stop) the experiment last year.
4. They (make) wooden table last week.
5. He (arrange) the books in the library two days ago.
6. The teacher (buy) a microscope.
7. Biologists (group) lions and leopards in one cage in the past.

Giving interpersonal responses

Activity 13



Listen and repeat after your teacher.

1. Rani : Did you hear about Budi?
Tika : No. What happened to him?
Rani : He broke his leg.
Tika : Oh, poor Budi.
2. Rani : Have you heard about Andi?
Tika : No. What happened with him?
Rani : He won the badminton game.
Tika : Excellent.

To attract others' attention we often say:

Did you hear about...?

Have you heard about...?

When we hear something bad about others we can say:

Oh no, that's too bad.

Oh poor,

When a friend of yours has an outstanding achievement, and you are happy for it you may say:

Excellent.

Activity 14



Read the following text. Then, answer the questions.

Tina met her Australian friend, Mary, at her house. They are pen friends. Mary is in Indonesia for a holiday.

Tina : Hi, Mary. Where were you last week?

Mary : Hello, Tina. Well, I visited mount Bromo.

Tina : That sounds great! What do you think of it?

Mary : It was very beautiful, you know.

Tina : Was it?

Mary : Yeah. The scenery was very amazing. Well, Tina, I must go now. Bye bye.

Tina : See you, mary.

After a week, Tina met Mary, at school.

Mary : Hello, tina. How are you?

Tina : Fine, thanks. And you? Tell me. What did you see at Mount Bromo?

Mary : The beautiful sunrise. The sky was yellow, orange, and red. It was really beautiful.

Tina : Wow! I want to go there too.

Mary : Well, Tina, I must be leaving. Bye for now.

Tina : Bye.

Questions.

1. How did Tina and Mary open the conversations?
2. Do you think they enjoyed the conversation?
3. Are they nice to one another?
4. What expression is used to ask for information?
5. What did Tina say to ask for Mary's opinion?
6. Say the expressions used to close the conversations.

Notes:

Conversations have opening and closing. We usually begin a conversation by saying hi, hello, or excuse me. That is what we normally do.

The expressions: "Was it?", "Well, ..." in the dialogue above make a conversation go on and on.

Practice

Asking for and giving things

Activity 1



Work with a partner. Practise the dialogues below.

Dialogue 1

A : Can I borrow your pencils, please?

B : Yes, sure. Here you are.

A : Thanks.

Dialogue 2

A : Is this your bicycle?

B : Yes, it is.

A : May I use it for a moment?

B : Sorry, I'm using it right now.

Activity 2



Write a dialogue based on the roles of A or B below. Practise the dialogue you write with your partner.

Use the models:

Can I _____?

May I _____?

Could you _____?

Roles: A

1. Ask B to lend you his/her notebook.
2. Thank B.
3. Promise B you will return it soon.

 B

1. You give A the book.
2. Tell A to return it soon.

A:
 B:
 A:
 B:
 A:

Activity 3



Put the words in the correct order. Then write the answers.

1. use/could/eraser/I/your
 _____ ? Sure. Here you are.
2. yell/I/can/class/in
 _____ ? _____.
3. study/I/may/with/you
 _____ ? _____.
4. you/the/could/open/door
 _____ ? _____.
5. borrow/could/motorcycle/I/your
 _____ ? _____.

Activity 4



In pairs, practise asking for the following things. You can grant or reject it. Use the model in Activity 2 on the previous page.

1. A calculator
2. A watch
3. A correcting pen
4. A story book

Asking for and giving services

Activity 5



Work with a partner. Practise the dialogue below.

Dialogue 1

A : Can you pass the book, please?
 B : Yes, sure. Here you are.
 A : Thanks.

Dialogue 2

A : Is this your bicycle?

B : Yes, it is.

A : Can you park it there? It's not safe here.

B : OK. Thanks.

Dialogue 3

A : Can I help you?

B : Yes, please. I'm looking for a pair of shoes.

A : Here are nice shoes.

B : But they are expensive. I want the cheap ones.

A : That's OK. They are discounted.

B : Thank you.

Activity 6



Complete the following dialogues with the appropriate expressions.

Dialogue 1

You are at the stationery to buy some school supplies.

Shop assistant : Can I help.....?

You : Yes, please. I need some

Shop assistant : What make do you

You : Any make but it should be of

Shop assistant : OK, you should buy "Best Pencil".

You : Could you give me, please?

Shop assistant : Here you are. That will be

Susan :

Shop assistant : Come again.

Dialogue 2

You are in the classroom during the class.

You : Excuse me, Sir. Could youagain

Teacher : OK. Now,

You : Thank you, Sir.

Dialogue 3

You are in the library.

You : Excuse me, to find book by

Librarian : Sure. Let's check the catalogue.

You :

Dialogue 4

You have a class. You need to wash your hands.

You : Excuse me,wash my hand?

Librarian : Sure. Don't be long..

You :

Activity 7



Work with a partner. Practise the dialogues in Activity 6 above. Pay attention to your intonation.

Activity 8



In pairs, practise asking and giving services below.

No	A	B
1	Help/math exercise	Agree
2	Pass/English book	Disagree
3	Agree	Turn down/music
4	Disagree	Lend/money
5	Clean/the board	Agree

Asking for and giving opinion

Activity 9



Work in pairs. Ask your friend's opinion about the following animals. Use the model:

A : What do you think about Monkeys?

B : I don't think they are the same as human.

1. Monkeys/the same as human
2. Leopards/like cat
3. Lions/can be tame
4. Zebras/run faster than horse
5. Kangaroos/can walk
6. Cheetahs/swim
7. Hippopotamus/dangerous

Activity 10



Using the model below to ask your friends' opinion about the following issues.

Andi : Do you think elephants can run fast?

Budi : I don't think so.

1. English is important for our life.
2. Students have to relax everyday.
3. School text books should be free.
4. Using typewriter is not efficient for modern life now.

Activity 11



Work with a partner. Complete the following dialogues with the expressions in the box.

bag
my glasses
think so
You're right
I think these
What do you think

Dialogue 1

A : Excuse me. about this painting?

B : I think it's great. It looks real.

A : OK. Thanks.

Dialogue 2

A : Excuse me. I think that's my

B : Hmm, I don't I think this is my

A : You're right. I guess I made a mistake.

Dialogue 3

A : Excuse me. I think those are

B : Hmm, I don't think so.are my glasses.

A : I guess I made a mistake.

Activity 12



Work with a partner. Ask his or her opinions based on the following situations.

1. You think that your friend's bicycle is yours.
2. Your friend thinks that whales live in rivers.
3. You think that money is not important in life.

Asking for and giving clarification

Activity 13



Complete the following dialogues with the appropriate expressions.

Dialogue 1

Beni : Excuse me, I don't think we have met. I'm Beni. What's your name, please?
Murti :
Andi : Sorry?it, please.
Sandrina : M-U-R-T-I

Dialogue 2

Laila : Hi, Mike. Are you alright?
Mamat :, what did you say?
Laila : I said, ".....?"
Mamat : Oh yeah, I'm fine. Thanks..

Activity 14



Work with your partner. Write dialogues about asking and giving clarification based on the situations below.

1. Your friend tells you her opinion about the weather today. You don't hear it. You ask for clarification.
2. You met your friend's parents. They mention their names, but you don't hear them. Ask for clarification.
3. Your teacher asks you to clean the board. You don't hear that. Ask for clarification.

Activity 15



Work with your partner. Perform the dialogues you just wrote.

Giving interpersonal responses

Activity 16



Read Dedi's past activities below. Ask and answer about his activities as the example.

Example:

A : Did you hear about Andi?

B : No. What happened with him?

A : He won the badminton match at the sport center.

B : Well, he really worked hard for it.

Then change the roles.

DEDI'S LAST WEEK ACTIVITIES

Monday ... won badminton match at the Sport Centre ...

Wednesday ... lost a football match at the Stadium ...

Thursday ... lost wallet at school ...

Friday ... passed English examination ...

Sunday ... sank when swimming at the Borobudur Pool

Activity 17



In pairs, practise asking past activities above. Use the following model.

Model:

Joko : Where was Dedi on Monday?

Budi : He was at the Sport Centre. He played badminton.

Activity 18



In pairs, take turn to give interpersonal responses using *really, well, are you kidding?* and others to make the conversation going.

Ask and tell where you were on the different days in a week.

Do as the example.

Andi : Where are you on Monday?

Budi : I am at swimming pool.

Andi : Really? And what do you do?

Budi : I learn to swim.

Asking for and giving things

Activity 1



Ask the following things. You can refuse or give them. Use the model.

Model:

Andi : Can I borrow your pencil?

Budi : Sure.

Andi : Can I have a glass of water?

Budi : I'm sorry, I don't have it.

1. Correcting pen/for examination.
2. Camera/for picnic on weekend.
3. Tape recorder/for recording conversation.
4. English dictionary/for assignment.
5. Ball/for playing soccer.

Asking for and giving services

Activity 2



Ask your partner to give the following services. You can agree or refuse to do that. Use the example as model.

Example:

A : Can you get me that book?

B : Sure.

A : Can you help me carry this box?

B : I'm sorry. I'm busy right now.

1. Call your teacher at 1:00 today.
2. Buy ice cream for the class.
3. Clean the floor.
4. Go to school on Sunday.
5. Do homework for you.

Asking for and giving opinion

Activity 3



Ask your partner's opinion about the following things. You can agree or disagree with her/his opinion.

1. Bali and Yogyakarta.
2. Children should go to school.
3. Students should take English course.
4. The sweater you are wearing.
5. The T-shirt you just bought.

Activity 4



Survey on what your friends say about the following topics. Put the talley in the chart. And report to the class orally.

Topics	Number of students who	
	Agree	Disagree
1. Students must have breakfast before class.		
2. Cleaning the classroom floor is the cleaning service responsibility.		
3. We should avoid eating "kerupuk".		
4. School uniform is not important.		
5. Extracurricular activity is not important.		

Asking for clarification

Activity 5



Work with your partner. Ask and give clarification based on the situations below.

1. Your friend is telling his/her activities yesterday. You don't hear it. You ask for clarification.
2. You go home late. Call your parents. They don't hear you. Give clarification to them.
3. Your teacher asks the class to open page 100 of the English book. You don't hear that. Ask for clarification.

Giving interpersonal responses

Activity 6



Ask and answer the following situation. Use the example as model.

Example

Andi : Did you hear Andi lost wallet?
Budi : Really?
Andi : Yeah, he lost it during the lesson.
Budi : I'm sorry to hear that.

- 1. Andi cut his finger when cooking.
- 2. Susanto finished math test fast.
- 3. Hadi got prize on TV quiz
- 4. Beni was admitted to SMP 1
- 5. Dina twisted her ankle.

Activity 7



In pairs, take turns to give interpersonal responses using *really, well, are you kidding?* and others to make the conversation going.

Ask them where they were last Saturday and Sunday. Fill in the chart.

Example:

Andi : Where were you last Saturday?
Budi : I was at market.
Andi : Really? And what did you do?
Budi : I went shopping.

Names	What they do on Saturdays	What they do on Sundays

Section Two:

Short functional texts (greeting cards and lost notices)

Presentation

Activity 1



Read the words aloud after your teacher.

1. Male
2. Female
3. Called
4. Lost
5. Named
6. Found
7. New
8. Old
9. New bag
10. Lost wallet
11. Named bobo
12. Found watch

Notes:

Verbs that are used as adjectives are *called, lost, named, and found.*

Activity 2



Please read a lost notice below. Then, answer the questions.

DOG LOST



Pic 7.3 (web.media.mit.edu)

Brown male dog, named Bobo, lost on Sunday, 2 January at Simpang Lima.
If you find this dog, please call 0248448082.
(Reward will be given)

1. What's the dog name?
2. What colour is it?
3. What happened with the dog?
4. Where was it lost?
5. What is phone number of the owner?
6. What will be given to the finder?

Activity 3



Read and practise the dialogues below.

1. Andi : Jono, thank you for the present. It's a lovely book.
Budi : You're welcome. I'm glad you like it.
2. Andi : Yeni, thanks so much for the hair bow. I like the color.
Budi : Don't mention it. I'm happy you wear it.

Activity 4



Read the following information.

On special occasions we often get some presents from our family, relatives or friends.

To appreciate it we may write a greeting card to:
thank them.

say something good about the presents.

Here are some expressions we might use:

Thank you/thanks (very much, a lot) for the...

It's so.... (beautiful, cute, etc.)

I like it (very much).

I like the....(model, colour, etc.)

Activity 5



Read the following greeting card.

On her birthday, Ella got a school bag from her aunt in Bandung. Here is a short note she sent to her aunt to thank her for the gift.

6/8/2006

Dear Aunty,

Thank you very much for the bag. It's very cute. I like the model. And I love the colours, too.

With love,
Ella

Activity 6



Read the following greeting card.

Adit was admitted to SMPN 1 Makasar.
His uncle in Jakarta sent him a set of picture dictionaries.
He wrote a short letter to thank him.

15 August 2007

Dear Uncle Sam,

Thank you very much for the dictionaries you sent me. They are useful for my hobby. They give me ideas for what to paint.

Yours,
Adit

Practice

Activity 1



With your friend(s) write a short notice about your lost pencil case.
You lost it at school yesterday.

Describe the colour, what it is made of (plastic, metal, etc.), the content, and the contact number.

Use the following format:

LOST.....

A.....case.....yesterday morning.

Made

Containing.....

If found, please call

(Reward will be given)

Activity 2



Work in pairs.

You have just passed your final exams.

And your grandma in Medan sent you some money.

Please write a short note or letter to thank her.

Tell her how you will spend the money.

Work with your friend next to you.

_____ (date)

Dear,

Thank you very much for the sent me. It really
.....me and will surely be very useful in my study. I
will use it for.....

Love,
Adit

Production

Activity 1



Write a notice to be published at the public information board about your lost cat. Inform the readers about:

Its name and colour;

The place and time when it lost;

Who or where to contact, and

The reward will be given.



LOST Kenari

.....

.....

.....

.....

Activity 2



Individually, write a notice for the school wall-magazine about a picnic held by the Boy Scout. Include:

1. the place of picnic.
2. the date and time.
3. the cost.
4. the time of departure.
5. who or where to contact.
6. what reward will be given.

Activity 3



Individually, write a short letter to thank your close friend. He moved to another town and left you his story books. Send him the letter. Tell her that the books will always make you remember her/him.

_____ (date)

Dear,

.....

.....

.....

Yours,

Homework

1. Practise asking your sisters or brothers to do something for you.
2. Practise asking permission to do something to your sisters or brothers.
3. Practise asking for clarification in conversations with your classmates.
4. Practise giving interpersonal responses in conversations with your classmates.
5. Ask your parents' opinion about what you learned at school.
6. Write a greeting card to your brother for helping you with books.
7. Find other greeting cards and lost notices. Read them and compare with the greeting cards and lost notices in this unit.
8. Visit the following website for lost and found things. Study how lost and found things are published on the internet. www.lostandfound.com/index.html.

Summary

In this unit you have learned how to:

1. ask for a thing and service.
2. give a thing and service.
3. refuse to give a thing and service.
4. ask for and give opinion.
5. ask for and give clarification.
6. give interpersonal responses.
7. write write a card to thank somebody.
8. write lost notices.

Evaluation

A. Choose the best answer.

1. Can you help me, please?
a. Yes, I can
b. Of course.
2. Can I borrow your car, please?
a. Sorry, I'm using it.
b. No, you can't.
3. What do you think about Mount Bromo?
a. I think so.
b. I think it's wonderful.
4. Do you think rabbit is fast?
a. No, I think not
b. I don't think so.
5. Andi :.....?
Budi : MAMAT
a. Sorry. Can you repeat your name, please?
b. Sorry. I'm using it now.

6. A : Andi lost his book yesterday.
 B :
 a. Really? b. I'm happy for him.
7. Andi : Budi, you can have my pencil case.
 Budi : _____? Thanks
 a. Really b. Well

B. What will you say when your brother tells you that he has a new job?

C. Write a short greeting card to thank your uncle for the bicycle he gave you.

_____ (date)

Dear,

.....

.....

.....

yours,

.....

F. Write a notice to be published at the school information board about your lost English Book. Inform the readers about:

its title and colour;
 the place and time when it lost;
 who or where to contact, and
 what reward will be given

Cultural Notes

1. In the US a waiter or waitress receives a tip, about 15 % of the total bill. Most people leave the tip on the table. What is the tipping custom in Indonesia?
2. In theory the American custom is to say "thank you" when someone compliments you, but many people find that accepting a compliment is difficult. They feel uncomfortable, and are embarrassed by it. What about Indonesian people? What do they say?
3. The Americans are very assertive, speak up when you don't know or have problem in certain matter. Your teacher probably can show you how to solve your problems. What about Indonesian people? Are they assertive?



Pic 7.4 (Adobe, 2003)

Reflection

1. This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give a tick (✓) to **yes**, **no**, **some**.

Statements	Yes	Some	No
a. I can ask for a thing and service			
b. I can give a thing and service.			
c. I can refuse to give a thing and service.			
d. I can ask for and give opinion.			
e. I can ask for and give clarification.			
f. I can give interpersonal responses.			
g. I can write a card to thank somebody.			
h. I can write a lost notice.			

Vocabulary List

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
bitten	v	['bɪtn]	digigit
borrow	v	['bɒrəʊ]	meminjam
deserve	v	[dɪ'zɜ:v]	layak
excellent	adj	['eksələnt]	hebat
granted	v	[grɑ:ntɪd]	dikabulkan
happen	v	['hæpən]	terjadi
here you are	expression	[hɪəju:r]	Ini, silakan
outstanding	adj	[aʊt'stændɪŋ]	menonjol
rejected	v	[rɪ'dʒektɪd]	ditolak
reply	v	[rɪ'plaɪ]	menjawab
request	v	[rɪ'kwest]	meminta
sure	adj	[ʃʊə]	tentu saja
take turns	v	[teɪk tə:nz]	bergantian
thanks	n	[θæŋks]	terimakasih
watch	n	[wɒtʃ]	arloji

UNIT 8

Show Me How



- Cut the vegetables.
- Boil the water.



- Add seasoning.
- Mix the soup well



- The noodle is ready

Pic 8.1 (Adobe, 2003)

In this unit, you will learn how to:

- respond to spoken monologue texts of procedure.
- create spoken monologue texts of procedure.
- identify the meanings, the linguistic features and the text structure of written texts of procedure.
- create written texts using the linguistic features and the text structure of procedure.

Section One:

Spoken Procedure

Presentation

Activity 1



Listen and repeat after the teacher.

1. Take a sheet of paper, please.
2. Cut the paper, please.
3. Please, show me your card. Let's make a birthday card.
4. Don't cut the wrong edge.
5. Don't put too much glue.



Pic 8.2 (Adobe, 2003)

Note:

Sentences 1, 2, and 3 above are called command.
Sentences 4 and 5 above are called prohibition

Activity 2



Listen and do your teacher's instructions.

1. Stand up, please.
2. Sit down, please.
3. Say "how are you?", please.
4. Nod your head, please.
5. Shake your head, please.

Activity 3



From Activity 2, how do you give command?

Note:

As in sentences 1-5 in Activity 2, to give command, we use the present form of verbs, such as stand up, sit down, etc.

Activity 4



Listen and do what your teacher says.

1. Don't stand up.
2. Don't sit down.
3. Don't say "hello".
4. Don't shake your head.
5. Don't be quiet.

Note:

As in sentences 1-5 in Activity 4, to give prohibition, we use don't plus the present form of verbs.

Activity 5



Listen and repeat after your teacher.

- Andi : How do you cook *soto* instant noodle?
- Budi : That's easy. First put the instant noodle into 400 ml of boiling water. Boil it for 3 minutes.
- A : Then the seasoning and oil?
- B : Yes, put the seasoning and oil on a bowl, and then add hot seasoning.
- A : And then what?
- B : Put the cooked noodle together with the soup into the bowl. Finally, mix it well. Now, the delicious noodle is ready.
- A : That sounds easy.



Pic 8.3 (An instant noodle package)




Notes:

The words *first*, *then*, *next*, and *finally* are used to tell a procedure. *First* is used to begin the procedure. *Then* is used to tell steps during the procedure. *Finally* is used to end the procedure.

Activity 6



Match the verbs in A and the phrases in B based on the listening above

A		B
1. Put		a. the water
2. Boil		b. the seasoning and oil
3. Add		c. the soup well
4. Mix		d. the noodle

Pic 8.4 (An instant noodle package)

Activity 7



Based on Activity 6, write the steps to cook Soto instant noodle in the blanks below. Practise telling the procedure with your partner.

1. First,.....
2. Then.....
3. Finally.....

Activity 8



Read the text below. What is it about?

- Beat the eggs well.
- Add salt, pepper and little milk.
- Heat the butter in a frying pan.
- Add the mixture and fry for five minutes.

Activity 9



Now demonstrate the steps of making an omelette as in Activity 8.

Activity 10



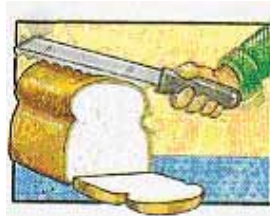
Read aloud the verbs above each picture. In pairs, answer the questions below each picture orally. The pictures are about food preparation.

1. Cut up



What do you cut up?
What do you use cut up?

2. Slice



What do you slice?
What do you use to slice?

2. Grate



What do you grate?
What do you use to grate?

3. Peel



What do you peel?
What do you use to peel?

4. Mix



What do you mix?
What do you use to mix?

5. Stir



What do you stir?
What do you use to stir?

5. Pour



What do you pour?
What do you use to pour into?

6. Boil



What do you boil?
What do you use to boil?

7. Fry



What do you fry?
What do you use to fry?

8. Scramble



What do you scramble?
What do you use to scramble?

Pic 8.5 (Dit.PSMP, 2006)

Activity 11



By using the verbs in Activity 10, think of the verbs and nouns used to explain how to make soup. Start like this:

To make soup we need:

..... ,

The cooking steps are:

First cut up, then chop up....., slice.....,
pour....., mix....., boil....., etc.

Activity 12



Listen to your teacher. She will read how to make a birthday card for you. Take notes on the steps.

Let's make a birthday card. Here is the paper for you to share. You can choose different colours.

We will make the card first, then the envelope.

Let's start. Cut the paper.

You can draw a picture on it.

What picture do you like? A candle, balloon, or a flower

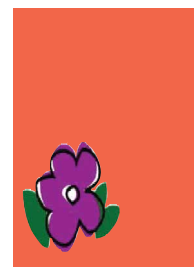
Next, we are going to make the envelope.

Take another piece of paper, and then fold.

Finished? Show me your envelope, please.

Then put some glue on your envelope.

Press it. Finish.



Pic 8.6 (Dit. PSMP, 2006)

Activity 13



Listen again to your teacher and give a tick to the commands you hear.

- ☐ get paper.
- ☐ take another piece of paper.
- ☐ cut the paper.
- ☐ put glue.
- ☐ draw a picture.
- ☐ fold the paper.
- ☐ press it.

Activity 14



Answer the following questions based on the text in Activity 12.

1. What materials do you need to make a birthday card?
2. What is the first step you have to do?
3. Do you need colourful papers and beautiful pictures?
4. Do you need an envelope for the card?
5. What is the last step?

Practice

Activity 1



Do the following things.

1. Take two books.
2. Put the books on the table.
3. Now, open one of the books
4. Write your name on it.
5. Close the book and give it to your teacher.

Activity 2



Ask your friend to do the following things.

1. Write his/her name on a book.
2. Arrange some books on the table.
3. Put the books in to a bag.
4. Give the bag to your friend.
5. Go home.

Activity 3



Do this in pair. One is to give instruction and the other one is to perform the instructions.

1. Wash clothes using detergents.
2. Use shampoo.
3. Send mail.
4. Turn on the TV.
5. Play a cassette using a tape recorder



Pic 8.7 (Adobe, 2003)

Activity 4



Read and act out the following dialogue.

- Teacher : Oh dear, you cut the wrong edge.
Student : Oh, my God. What shall I do, Ma'am?
Teacher : Can you get another sheet? Cut it carefully.
Student : Yes, Ma'am.
Teacher : Who has finished cutting?
Student : I have ma'am.
Teacher : Show it to me. You did a good job

Activity 5



Tell the class how to make a cup of tea based on the pictures below. Use the clues under each picture.

Start like this: I will tell you how to make a cup of tea. To make it we need.....

.....

To prepare it, first,.....

1. Cup, tea bag, put in to



2. Pour, hot water, cup



3. Take out , tea bag



4. Add sugar , stir



Pic 8.8 (On tea bag package)

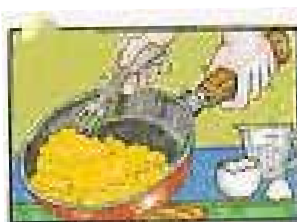
Activity 5



Tell the class how to make scrambled eggs. Pay attention to your pronunciation and intonation.



1. Beat egg



2. Scramble egg. Put onion. Fry.



3. Serve

Pic 8.9 (Dit. PSMP, 2006)

Activity 7



Show the procedure how to make a paper plane. Use the following verbs and pictures:

prepare, fold like this, fold again, divide



Pic 8.10 (personal photos)

Production

Activity 1



Tell your friends and demonstrate the procedure how to make apple juice. You should also tell the things you need.



Activity 2



Can you cook anything? Tell your friends and demonstrate the procedure how to make your favorite food. You should tell the things you

Activity 3



Work in pairs. Tell your friends how to make paper bird. You should tell the things you need.



Pic 8.11 (Adobe, 2003)

Section Two:

Written Procedure

Presentation

Activity 1



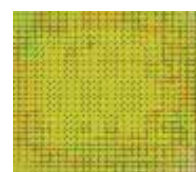
Read the text below and state if the statements are true or false.



Let's make birthday cards.

What you need:

Envelope
Several crayons
Some coloured paper
A scissors
A tube of glue.

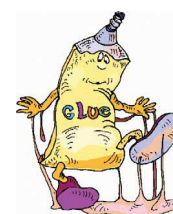
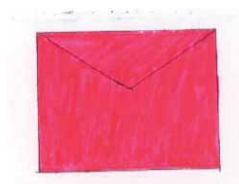


What to do:

Cut the glued envelope using scissor.
Draw an interesting picture on the colour paper.
Colour the picture on the card.



Fold the paper into 2 equal sizes.
Glue the paper.
Now our birthday card is ready.



Pic 8.12 (Dit. PSMP, 2006)

State if the following statements are true. Circle True or False.

1. The text is how to make birthday card.	True	False
2. Scissors are used to glue the paper.	True	False
3. We draw picture on the paper.	True	False
4. The paper has picture.	True	False
5. Crayons are not needed.	True	False

Activity 2



Read the text below and answer the questions.

Materials:

a sheet of paper
a tube of glue
a cutter
a ruler

Steps:

- Take a sheet of paper.
- Draw a pattern by using your ruler.
- Cut the paper following the pattern.
- Fold it.
- Put some glue on it.
- Press it to get a good form.

Questions:

1. What is the title of the text?
2. What materials do you need to make an envelope?
3. What do you have to prepare first to make an envelope?
4. Do you need any glue for it?
5. What is the final step to make the envelope in a good form?

Activity 3



Read the following text and underline the imperative. Discuss it with a partner.

Safety Measures in Case of Fire

- A. If you discover a fire in a storey building, raise the alarm.
If possible, attack the fire by using fire extinguisher.

If fire is out of control, close the door and leave immediately via exit staircase.

- B. If you hear the fire alarm, prepare yourself to evacuate.
Leave the room immediately.
Save your life first because time is precious.
Do not use lift to evacuate.
- C. If you are trapped in the room, inform someone you are there or beat on the door.
Keep the fire out by putting wet towel or sheets under the door.
- D. If smoke is around you, don't be panic.
Take short breaths and crawl to escape.
This helps you because the air nearer the floor is clean.
Do not jump out of the building. Rescue might come soon.

Activity 4



Read again the text above and match the statements in Column 1 with the statements in Column 2 below.

Text A

Column 1	Column 2
1. If you discover a fire in a storey building,	a. leave immediately via exit staircase.
2. If possible, attack the fire by using	b. raise the alarm.
3. If fire is out of control, close the door and	c. fire extinguisher.

Text B

Column 1	Column 2
4. If you hear the fire alarm,	d. immediately.
5. Leave the room	e. lift to evacuate.
6. Save your life first because	f. prepare yourself to evacuate.
7. Do not use	g. time is precious.

Text C

Column 1	Column 2
8. If you are trapped in the room, inform	h. wet towel or sheets under the door.
9. Keep the fire out by putting	i. someone that you are there, or beat on the door.

Text D

Column 1	Column 2
10. If smoke is around you,	j. the air near the floor is clean.
11. Take short breaths and	k. don't panic.
12. This helps you because	l. crawl to escape.
13. Do not	m. come soon.
14. Rescue might	n. jump out of the building.

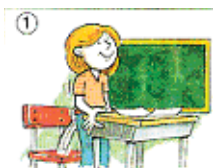
Practice

Activity 1



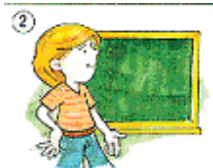
Write one imperative sentence for each picture. Number 1 is done for you.

1.



Stand up, please.

2.



.....

3.




.....

4.



.....

5. 

Pic 8.13 (Dit. PSMP, 2006)

Activity 2



Combine the first imperative sentence in Activity 1 with the next sentences. Use connectors: First, then, then, finally.

First, stand up, then,, Then,
, Then, Finally

Activity 3



Based on the pictures below, write the procedures of keeping book after reading. Start with picture no. 1. Use verbs: open, study/read, write, close, put.



First, open the book



.....



.....



.....



.....

Pic 8.14 (Dit. PSMP, 2006)

Activity 4



Based on the pictures below, write the procedures of answering a teacher's question in a class. Start with picture no. 1. Use verbs: *listen*, *raise*, and *give*.



1.....



2.



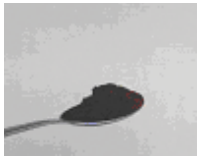



3.

Pic 8.15 (Dit. PSMP, 2006)

Activity 5



Write how to make a glass of coffee. Look at the following the pictures.

			
1. Take a half spoonful of coffee.	2. Take a half spoonful of sugar.	3. Put into the glass.	4. Mix well.

Pic 8.16 (Personal photos)

Goal : How to

Materials :

.....

.....

.....

Steps

1.

2.

3.

4.

5.

Production

Activity 1



Write a simple text on how to wash clothes using detergent. Include in your writing, the materials, the length of time needed, and the step by step activities. Write in no less than 50 words. Use the clues below:

Materials

-Water.
-Detergent.
- Plastic tub.

Steps

- Prepare(what?)
- Mix..... (what?)
- Wait..... (How long?)
- Put(what?)
- Wash the clothes by hand.



Pic 8.17 (On a detergent package)

Activity 2



Complete the following procedure of preparing a glass of milk. Then, rewrite the complete procedure.

How to

Materials.....

-Water.
-Milk powder.
- Glass.

Steps

Pour

Get three.....

Put..... into

Mix.....



Pic 8.18 (On a formula milk package)

Activity 3



Complete the following procedure of using a water dispenser. Then, rewrite the complete procedure.

How to use.....

Clean the

Put the

Connect the cable to electric power.

Press the on to turn on the hot water.

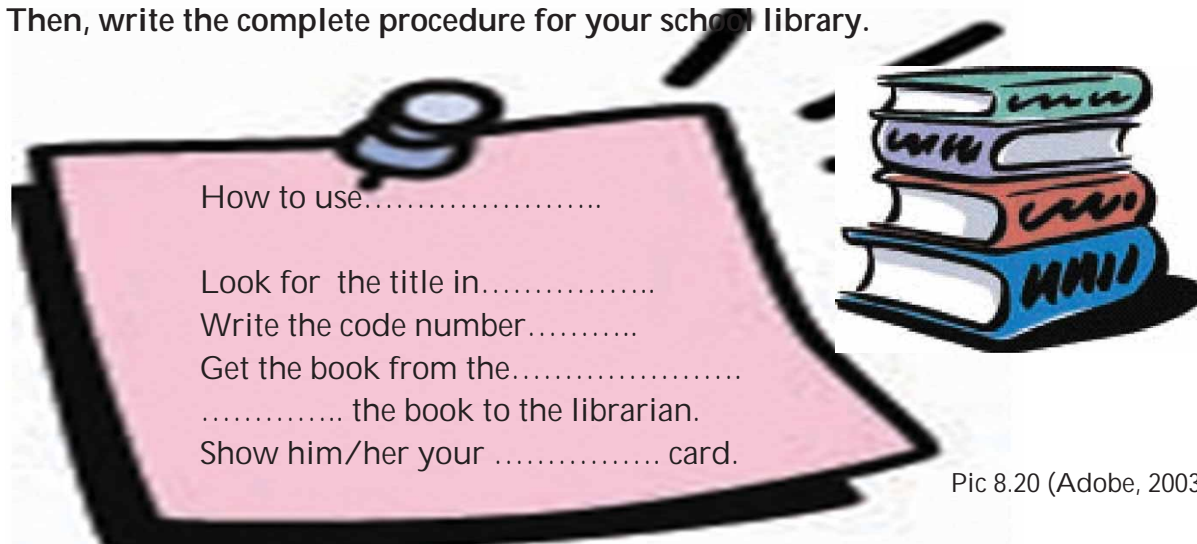


Pic 8.19 (Personal Photo)

Activity 4



Complete the following procedure of borrowing a book from school library. Then, write the complete procedure for your school library.



Pic 8.20 (Adobe, 2003)

Activity 5



The following are materials and steps of how to cook baby corn soup. Place them in the appropriate spaces.

1. 5-6 ears of baby corn, 5 spoons of milk, 1 spoon of butter, 1 spoon of flour, salt and pepper.
2. Heat butter, put flour after it melts, mix evenly.
3. Boil baby corn and let it cool.
4. Put in powdered corn with salt, pepper, and milk.
5. Let it sit for five minutes in medium heat.
6. Grind/powder corn with a blender.

Goal : How to cook baby corn soup

Materials :

.....

.....

.....

Steps

1.
2.
3.
4.
5.

Homework

1. In a group of five, go to a food store. Ask somebody there about how to cook the food they provide.
2. Do the following project. Ask your mother to tell you her secret food recipe. Write your project that includes the materials and the step-by-step procedure to cook that food. Give title "My Family Recipe".
3. Get a package of drinking products. Read the information about the directions to prepare the drinks. Tell your friend how to prepare them.
4. Get a written procedure of starting a computer in your school. Then, write it in English and put it on the information board.

Summary

In this unit you have learned how to:

1. identify the kinds of verbs used in telling procedure.
2. tell how something works.
3. tell how to make something you know well.
4. understand written procedures of cooking some food.
5. write some procedures of cooking some food.
6. write a procedure of doing some daily activities.

Evaluation

A. What are the following activities about?

1. Beat the eggs well.
2. Add salt, pepper and little milk.
3. Heat the butter in a frying pan
4. Add the mixture and fry for five minutes.

B. Rearrange the activities of cooking instant fried noodle below. Put number on the boxes.

- ☐ a. Then, dress the noodle with fried onion.
- ☐ b. First, boil the noodle in 2 glasses of water in 3 minutes
- ☐ c. Finally the noodle is ready.
- ☐ d. After that, separate the noodle from the water.
- ☐ e. During the boiling, mix the seasoning, seasoning oil, ketchup, and chilli powder on a plate.

C. Use the following phrases below to describe the process of sending mail orally.

- | | |
|---|--|
| <input type="radio"/> write letter | <input type="radio"/> get a -Rp 2,000-stamp |
| <input type="radio"/> put the letter in an envelope | <input type="radio"/> put the stamp on the envelope, |
| <input type="radio"/> write the address | <input type="radio"/> put it in a mail box. |

D. Read the following text on the Jelly package and complete the sentences with the information in the text.

Jelly is a high fibre healthy food, made from seaweed, fortified with vitamin, calcium and prebiotic.

Serving Direction:

1. *Mix well jelly powder with 200 g of sugar or according to taste.*
2. *Pour the mixture into 700 ml of water, stir till dissolved and boil.*
3. *Turn off the flame, wait for 3 minutes then add fruity acid and stir well.*
4. *Pour the solution into jelly mould.*

Complete the sentences below.

1. The text is about
2. There are.....steps in the text.
3. The jelly powder is mixed with..... and
4. Fruity acid is added after the mixture is
5. Jelly mould is used for.....

E. Write a procedure of how to pay your school fee at your school. Use the clues below.

How to

Prepare.....and

Go to.....counter.....

Give the.....and

Get the..... from the.....

You have now paid the school fee.

F. Write a procedure of how to cook fried rice below.

Goal : How to

Materials :

.....

.....

.....

Steps

1.

2.

3.

4.

5.

Cultural Notes

1. About meals in Britain. The main meal of the day for most British people is the evening meal. Seven out of ten families with children sit down at a table for their weekday evening meal. What about Indonesian people? Which meal is the main meal of the day?
2. The U.S. government have strict rules about what things you can throw into the garbage and what things you cannot. People who break the rules have to pay large fines. What about in Indonesia?



Pic 8.21 (Adobe, 2003)

Reflection

1. This unit gives me (put a tick):
 - ☐ new experiences.
 - ☐ useful learning experiences.
 - ☐ no useful learning experiences.
 - ☐ useful learning strategy.
 - ☐ no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give a tick (✓) to **yes**, **no**, **some**.

Statements	Yes	Some	No
a. I can identify the kinds of verbs used in telling a procedure.			
b. I can tell how something works.			
c. I can tell how to make something I know well.			
d. I understand written procedures.			
e. I can write procedures of cooking food.			
f. I can write a procedure of doing some everyday activities.			

Vocabulary List

Words	Parts of speech	Phonetic transcriptions	Indonesian equivalent
aroma	n	[ə'raʊmə]	bau
bake	v	[beɪk]	mengoven
barbecue	v	['bɑ:bɪkju:]	memanggang
beat	v	[bi:t]	melumatkan, mendobrak
broil	v	[brɔɪl]	memanggang
chop up	v	[tʃɒpʌp]	memotong
crawl	v	[krɔ:l]	merangkak
demonstrate	v	['demənstreɪt]	memperagakan
edge	n	[edʒ]	pinggir
equal	adj	['i:kwəl]	sama
evacuate	v	[ɪ'veækjuet]	menyelamatkan
fold	v	[fəʊld]	melipat
form	n	[fɔ:m]	bentuk
grate	v	[greɪt]	memarut
measures	n	['meʒəz]	tindakan / langkah
mixture	n	['mɪkstʃə]	campuran
nod	v	[nɒd]	mengangguk
paste	v	[peɪst]	menempelkan
peel	v	[pi:l]	mengupas
pepper	n	['pepə]	merica
pleasant	adj	['plezənt]	enak
pour	v	[pɔ:]	menuang
precious	adj	['preʃəs]	berharga
repellent	n	[rɪ'pelənt]	obat nyamuk
seasoning	n	['si:znɪŋ]	penyedap rasa
shake	v	[ʃeɪk]	mengocok
steam	v	[sti:m]	menanak

stir	v	[stɜː]	mengaduk
storey	n	['stɔːri]	tingkat
solution	n	[sə'lʊːʃn]	adonan

Vocabulary List

Words	Parts of speech	Phonetic Transcriptions	Indonesian equivalents
accompanied	v	[ə'kʌmpnɪmənt]	ditemani
accordingly	adv	[ə'kɔːdɪŋli]	sesuai
achievement	n	[ə'tʃiːvmənt]	prestasi
apologize	v	[ə'pɒlədʒaɪz]	meminta maaf
appearance	n	[ə'piːərəns]	tampang, penampilan
aroma	n	[ə'rəʊmə]	bau
atlas	n	['ætləs]	atlas, peta bumi
attach	v	[ə'tætʃ]	melampirkan
attendant	n	[ə'tendənt]	penjaga took
backpack	n	['bækpæk]	tas punggung
bake	v	[beɪk]	mengoven
barbecue	v	['bɑːbɪkjuː]	memanggang
beat	v	[biːt]	melumatkan, mendobrak
bitten	v	['bɪtn]	digigit
boiled	adj	['bɔɪld]	kukus
borrow	v	['bɒrəʊ]	meminjam
bossy	adj	['bɒsi]	suka memerintah
boy scout	n	[bɔɪ skaʊt]	pramuka
bridge	n	[brɪdʒ]	jembatan
broil	v	[brɔɪl]	memanggang
butter	n	['bʌtə]	mentega
camping	n	[kæmpɪŋ]	kemah
candidate	n	['kændɪdət]	calon
celebrate	v	['selɪbreɪt]	merayakan
cell phone	n	['seljʊlə]	telepon seluler
characteristic	n	[kærəktə'rɪstɪk]	ciri-ciri

cheating	n	[tʃi:tɪŋ]	kecurangan
cheerful	adj	[ˈtʃi:əfʊl]	ceria
choir	n	[ˈkwaɪə]	paduan suara
chop up	v	[tʃɒp ʌp]	memotong
classmate	n	[ˈkla:smeɪt]	teman sekelas
claw	n	[klɔ:]	cakar
climbing	n	[klaɪm]	mendaki
comb	v	[kəʊm]	menyisir
congratulation	n	[kəŋgrætju:'leɪʃn]	selamat
crawl	v	[krɔ:l]	merangkak
cub	n	[kʌb]	anak beruang
cupboard	n	[ˈkəbəd]	bufet
curly	adj	[ˈkɔ:li]	keriting
cute	adj	[kjʊ:t]	manis
cute	adj	[kjʊ:t]	lucu
dairy	n	[ˈdeəri]	berbahan susu
demonstrate	v	[ˈdemənstreɪt]	memperagakan
den	n	[den]	goa
dentist	n	[ˈdentɪst]	dokter gigi
deserve	v	[dɪ'zə:v]	layak
dig up	v	[dɪg]	menggali
dislike	v, n	[dɪs'laɪk]	tidak suka, ketidaksukaan
ear ring	n	[ɪərɪŋ]	anting-anting
edge	n	[edʒ]	pinggir
email	n	[ˈi:meɪl]	surat elektronik
empty	v	[ˈempti]	mengosongkan
equal	adj	[ˈi:kwəl]	sama
evacuate	v	[ɪ'vækjuet]	menyelamatkan
excellent	adj	[ˈeksələnt]	hebat
experience	n	[ɪk'spi:əriəns]	pengalaman
favourable	adj	[ˈfeɪvrəbl]	yang disukai

favourite	adj	['feɪvərɪt]	yang disukai
fold	v	[fəʊld]	melipat
form	n	[fɔ:m]	bentuk
forward	prep	['fɔ:wəd]	ke depan
fridge	n	[frɪdʒ]	kulkas
fur	n	[fə:]	bulu
garage	n	['gærɑ:ʒ]	garasi
generous	adj	['dʒenərəs]	dermawan
granted	v	[grɑ:ntɪd]	dikabulkan
grate	v	[greɪt]	memarut
gratitude	v	['grætɪtju:d]	terima kasih
grumpy	adj	['grʌmpi]	buruk hati
happen	v	['hæpən]	terjadi
hate		[heit]	benci
heavy	adj	['hevi]	gemuk
height	n	[haɪt]	tinggi
here you are	expression	[hɪə ju:r]	ini, silakan
honest	adj	['ɒnɪst]	jujur
hospital	n	['hɒspɪtəl]	rumah sakit
jungle	n	['dʒʌŋɡl]	hutan
kind	adj	[kaɪnd]	baik hati
leg	n	[leg]	kaki
line up	v	['laɪn 'ʌp]	mengantri
lively	adj	['laɪvli]	sangat aktif
log	n	[lɒɡ]	batang kayu
look	n	[lʊk]	wajah, penampilan
makes up	v	[meɪks ʌp]	merapikan
map	n	[mæp]	peta
mat	n	[mæt]	lembaran obat nyamuk listrik
measures	n	['meʒə]	tindakan / langkah
mixture	n	['mɪkstʃə]	campuran

mushroom	n	['mʌʃru:m]	jamur
naughty	adj	['nɔ:ti]	nakal
neat	adj	[ni:t]	rapi
neat	adj	[ni:t]	rapi
neighbour	n	['neɪbə]	tetangga
nephew	n	['nefju:]	keponakan
nod	v	[nɒd]	mengangguk
note	n	[nəʊt]	catatan
occasions	n	[ə'keɪʒən]	kejadian tertentu
opposites	n	['ɒpəzɪt]	kebalikan
outstanding	adj	[aʊt'stændɪŋ]	menonjol
outstanding	adj	[aʊt'stændɪŋ]	menonjol
own	n	[əʊn]	sendiri
paste	v	[peɪst]	menempelkan
patient	adj	['peɪʃənt]	sabar
paw	n	[pɔ:]	telapak kaki
peel	v	[pi:l]	mengupas
pepper	n	['pepə]	merica
personality	n	[pə:sə'nælɪti]	kepribadian
pleasant	adj	['plezənt]	menyenangkan
pleasant	adj	['plezənt]	enak
poetry	n	['pəʊtri]	puisi
pole	n	[pəʊl]	kutub
politeness	n	[pə'laɪtnɪs]	kesantunan
pond	n	[pɒnd]	kolam
pour	v	[pɔ:]	menuang
precious	adj	['preʃəs]	berharga
proud	adj	[praʊd]	bangga
purse	n	[pɜ:s]	dompet wanita
quilt	n	[kwɪlt]	selimut kapas
regards	n	[rɪ'gɑ:dz]	salam

rehearsal	n	[rɪ'hɔ:səl]	latihan
rejected	v	[rɪ'dʒekt]	ditolak
reminder	n	[rɪ'maɪndə]	pengingat
repellant	n	[rɪ'pelənt]	obat nyamuk
reply	v	[rɪ'plai]	menjawab
representative	n	[reprɪ'zentətɪv]	perwakilan
request	v	[rɪ'kwest]	meminta
roof	n	[ru:f]	atap
roots	n	[ru:t]	akar-akaran
sandpit	n	['sændpɪt]	kotak yang diisi pasir untuk tempat anak-anak bermain
scissors	n	['sɪzəz]	gunting
seasoning	n	['si:znɪŋ]	penyedap rasa
see-saw	n	[si: sɔ:]	jungkat-jungkit
shake	v	[ʃeɪk]	mengocok
sharp	adj	[ʃɑ:p]	tepat
shelf	n	[ʃelf]	rak
shiny	adj	['ʃaɪni]	bersinar
shy	adj	[ʃaɪ]	malu
solution	n	[sə'lu:ʃn]	adonan
souvenir	n	[su:və'ni:ə]	kenang-kenangan
staple diet	n	['steɪpl 'daɪət]	makanan pokok
stationery	n	['steɪʃnəri]	alat tulis
stay up	v	[steɪ]	terjaga
steam	v	[sti:m]	menanak
stir	v	[stə:]	mengaduk
storey	n	['stɔ:ri]	tingkat
stripy	adj	['straɪpi]	belang
stuff	n	[stʌf]	bahan
submit	v	[sʌb'mɪt]	menyerahkan
suffer	n	['sʌfə]	menderita

sure	adj	[ʃʊə]	tentu saja
take turns	v	[teɪk tə:n]	bergantian
thanks	n	[θæŋks]	terimakasih
tidy	adj	['taɪdi]	rapi
tie	n	['taɪ]	dasi
torch	n	[tɔ:tʃ]	obor
unfriendly	adj	[ʌn'frendli]	tidak ramah
waste paper basket	n	[weɪst'peɪpə 'bɑ:skɪt]	keranjang sampah
watch	n	[wɒtʃ]	arloji
weight	n	[weɪt]	bobot
wish	v	[wɪʃ]	menyampaikan doa

Notes:

n	noun
adj	adjective
v	verb
prep	preposition
expression	expression

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Glossary

Announcement	something that someone says officially
Apologizing	telling someone that you are sorry for having done something that has caused inconvenience or unhappiness
Cards	rectangular piece of paper sent on a special occasion
Clarifying	making things clearer
Descriptive adjectives	adjectives that are used for describing people or things
Descriptive text	is a piece of text that is used to describe people or things
Forbidding	refusing to allow something
Gratitude	the feeling or quality of being grateful
Greeting	something friendly or polite that you say or do when you meet or welcome somebody
Imperative verbs	verbs that are mainly used for giving order as command.
Information	facts about a situation, person or event
Leave taking	an act of saying good bye
Expressing likes/dislikes	expressing liking or disliking something or someone
Notes	a short piece of writing
Notice	information
Noun phrase	a group of words used as a noun
Politeness	behaving in a way that is socially correct
Post card	a card for sending a message by post without an envelope. Postcards often have pictures or photograph on one side
Procedure text	a piece of text that gives us instructions for doing something
Requesting	asking for something politely
Shopping list	a list containing things to buy

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